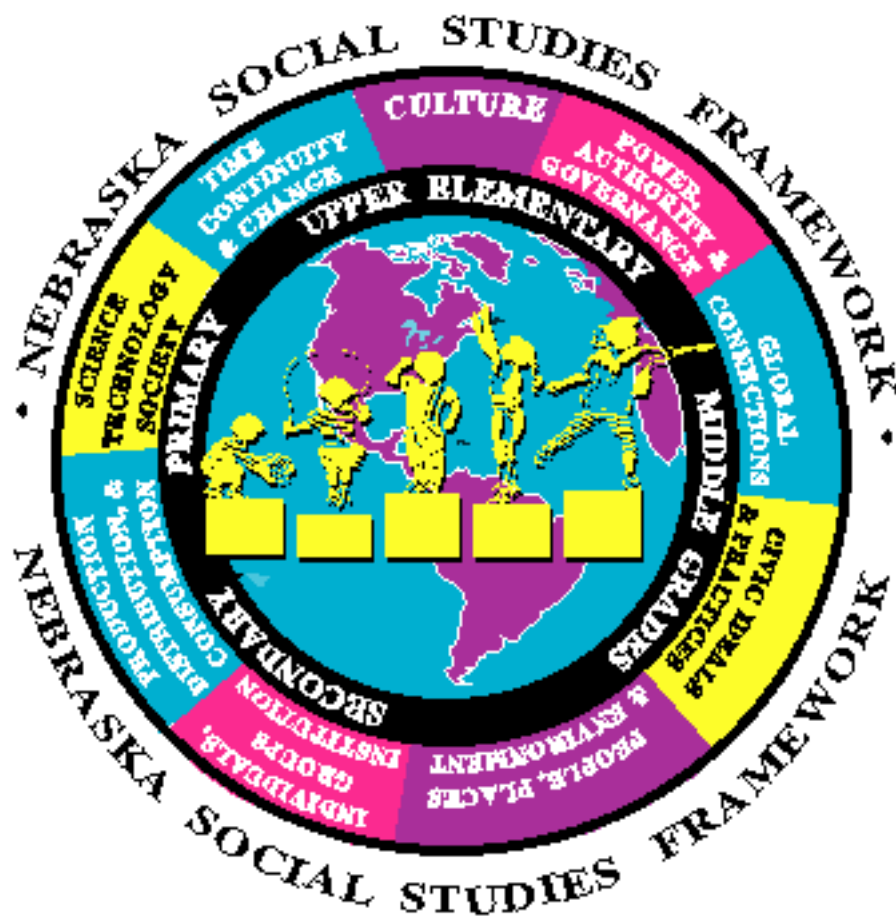
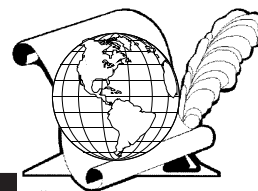
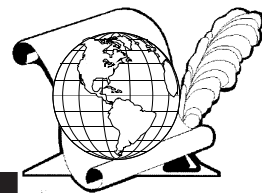


Nebraska K-12 Social Studies Framework



Nebraska K-12 Social Studies Framework



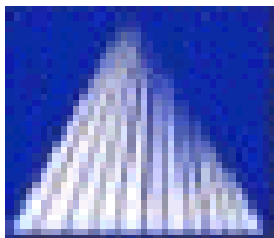
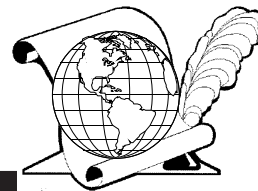
Copyright ©1995 by the
Nebraska Department of Education
Published by the Nebraska Department of Education
301 Centennial Mall South
Lincoln, NE 68509-4987

All rights reserved.

The *Nebraska K-12 Social Studies Framework* was developed by the Nebraska Department of Education through funding provided by the Nebraska Schools Accountability Commission and the Nebraska Department of Education.

It is the policy of the Nebraska Department of Education not to discriminate on the basis of sex, disability, race, color, religion, marital status, or national or ethnic origin in its educational programs, admissions policies, employment policies, or other agency-administered programs.

Nebraska K-12 Social Studies Framework



NEBRASKA DEPARTMENT OF EDUCATION

Douglas D. Christensen, Ph.D., Commissioner

Polly Feis, Deputy Commissioner

301 Centennial Mall South • P.O. Box 94987 • Lincoln, NE 68509-4987 •
Telephone 402/471-2295 (Voice/TDD) • Fax: 402/471-0117

May 26, 1995

Dear Colleagues:

The Nebraska Department of Education is committed to the principle of providing quality education for all students. Our commitment is expressed in the High Performance Learning Model. This model identifies essential areas which school districts may consider as they plan and implement improvement activities including the redesign of their curriculum. High Performance Learning requires quality curriculum and instructional programs and practices. Curriculum frameworks are essential strategies for designing quality curriculum and the instructional programs and practices necessary for quality teaching and learning.

The *Nebraska K-12 Social Studies Framework* identifies the thematic areas that represent content, knowledge, and skills and does so in a way to provide direction, focus, and coordination of K-12 social studies curriculum without being prescriptive. This framework is not a curriculum; it is a guide for local decision-making. The Department intends that curriculum frameworks be used by local schools in examining current curriculum, determining important revisions, and considering the implementation of national standards such as those being developed by the national organizations for social studies.

This framework provides for vertical and horizontal coordination of social studies curricula, encourages connections between social studies and other subject areas, and advocates active student participation by encouraging exploration of real life issues and use of activity-based learning experiences. The *Nebraska K-12 Social Studies Framework* is not mandated and is deliberately designed to be flexible in order to accommodate the needs and resources of individual school districts.

It is our hope that the *Nebraska K-12 Social Studies Framework* provides guidance and support to enhance learning for all students in the State of Nebraska and that it will be used as a resource for local curriculum planning and program improvement.

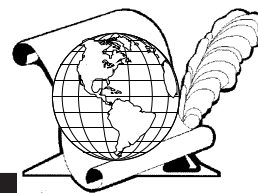
Sincerely,

DOUGLAS D. CHRISTENSEN, Ph.D.
Commissioner of Education



Table of Contents

Introduction	ii
Foreword	iii
Preface	iv
Acknowledgments	v-ix
A Strategic Plan For Social Studies in Nebraska	1-4
Social Studies Themes	
I. Civic Ideals and Practices	5-7
II. Culture	8-10
III. Global Connections	11-13
IV. Individual Development and Identity	14-15
V. Individual Groups and Institutions	16-19
VI. People, Places, and Environments	20-23
VII. Power, Authority, and Governance	24-26
VIII. Production, Distribution, and Consumption	27-29
IX. Science, Technology, and Society	30-31
X. Time, Continuity, and Change	32-33
Suggested Activities	
I. Civic Ideals and Practices	34-35
II. Culture	36-37
III. Global Connections	38-39
IV. Individual Development and Identity	40-42
V. Individual Groups and Institutions	43
VI. People, Places, and Environments	44-46
VII. Power, Authority, and Governance	47-48
VIII. Production, Distribution, and Consumption	49-51
IX. Science, Technology, and Society	52
X. Time, Continuity, and Change	53-54
Resources	55-58
Nebraska Social Studies Statutes	59-66



Introduction

Social studies is taught in grades kindergarten through twelve in Nebraska and throughout the nation. It is a teaching discipline that is difficult to define because it is both multidisciplinary and interdisciplinary. It is not a single discipline such as history, geography, economics, or government and is, often times, not even taught in a “social studies” class. The objective of social studies education is to encourage students to develop a core of basic knowledge and a way of thinking drawn from many academic disciplines, to analyze this core of knowledge, and to become participatory and informed citizens.

Because of the complex and diverse nature of social studies education, teachers, administrators, and school districts often have difficulty designing curriculum to effectively incorporate social studies education in grades K-12. The purpose of this Social Studies Framework is to provide a basic guide for teachers and school districts to use in designing their own social studies curriculum. It is not intended to be standards, nor is it a collection of lesson plans for teachers, but rather it is an outline of goals that districts and teachers can use to develop their own standards and curriculum. It provides the “frame” or structure onto which a teacher, school, or district can construct effective social studies curriculum.

This Framework was written by thirty Nebraska educators from across the state over a four day period. This diverse group of professionals ranged in experience from kindergarten to post-secondary. They came from rural, urban, and suburban schools from across the state. Their hard work and skills are the essential ingredients of this project and should be applauded. The final product is designed to be a useful tool for educators, and written, reviewed, and published by educators.

The Roman numerals appearing in parentheses after the questions or activities refer to connections between the theme under discussion and the other ten themes. The Roman numerals follow each theme in the Table of Contents.

Thomas Berve
Project Coordinator, May 1995



Foreword

The national effort to develop standards is an historic change in the American education system. In 1989, the nation's fifty governors adopted the National Education Goals. These goals became the basis of the Goals 2000: Educate America Act, a plan developed by President Clinton to meet the goals established by the Governors' Panel. The national standards were developed to help state and local educators focus on providing the opportunity for all students to learn at high levels.

These voluntary national standards will identify what students should know and be able to do to live and work in the 21st Century. The national standards do not represent a set of mandated outcomes or establish a national curriculum for the social studies. Rather, they should be used as guides and criteria to establish integrated state, district, school, department, and classroom curriculum plans to guide instruction, learning, and assessment. Social studies educators have long recognized the challenges of an information- and knowledge-based global society. The focus of social studies education supports the perspective that social studies is to be academically sound, multidisciplinary, and integrative.

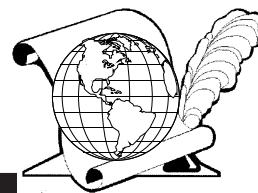
A direction for social studies education was developed during the summer of 1993. A strategic plan was created and implemented. This plan has eight belief statements and a mission statement and thirteen goals for social studies education. The Strategic Plan for Social Studies in Nebraska was intended to be an empowerment tool for schools to improve the learning environment for their students. The plan was also to be a catalyst for developing a framework for K-12 social studies education. This document is the combined result of the Strategic Plan for Social Studies in Nebraska and a framework writing process that has included educators from across the state.

The mission of the social studies is to develop capable citizens who are empowered with knowledge, skills, and attitudes enabling them to make informed decisions in a culturally diverse and interdependent world. To follow this mission, social studies educators must strengthen their roles as coordinators of projects, promoters of progress, and facilitators for lifelong learning. These opportunities must be provided for all students, regardless of race, gender, ethnicity, economic status, and physical or intellectual development.

What has served well in the past, however, may not be effective in the future unless students can utilize technology, conduct research, and lead others in a global society. High-quality, high-performance social studies education programs will promote active learning, leadership and citizenship, integrated and interdisciplinary collaboration, and effective instructional methodologies with equal educational opportunities and challenges for all students.

The emergence of national standards will help educators prepare students to think and solve problems in today's ever changing society. The Nebraska K-12 Social Studies Framework provides the needed direction to meet the challenges facing our students' today.

John LeFeber
Director of Science Science Education
Nebraska Department of Education



Preface

The Nebraska Social Studies Framework is constructed on the ten themes articulated in the National Council for the Social Studies' National Standards modified to meet the contextual demands of social studies educators and programs of Nebraska. This framework is designed to serve as a guide to curriculum development, as an agenda for professional growth, and as a template for evaluation and assessment. As a guide to curriculum development, teachers and administrators will find that the framework will help establish the scope for a program of excellence in social studies. That is, it will be informative on the disciplines of the social studies and suggest a program of instruction that shows increasing sophistication from the primary through the secondary sequence. It will also address issues of integration and provide help in considering how the subject areas of social studies connect with one another. It should also be noted that the framework uses questions to articulate content and skills. These questions can serve as discussion guide as educators inquire from one another the nature of an articulated, comprehensive, and contemporary program.

As an agenda for professional growth, the social studies framework can help determine areas of personal and facility needs relative to the content and instructional methods of social studies. Each of the themes can provide guidance on those subject areas in most need of attention. For example, the "People, Places, and Environment" theme might suggest a complete K-12 in-service or series of programs on geography and its connections to other content areas. In discussing the questions in this framework, teachers will be able to determine which content fields need attention and can design professional growth activities accordingly.

The implications for assessment are implicit within the framework. However, teachers and assessment specialists will find powerful evaluation ideas in the questions and activities presented here. As curriculum committees construct programs from the questions and other information, attention can also be given to the assessment design most appropriate to local programs (scope and sequence).

Thus, this framework will help educators make better decisions in the three areas of curriculum, professional growth, and assessment. Social studies educators throughout the state are encouraged to read and discuss this information and to contribute ideas to the ongoing work of improving social studies education here within the state of Nebraska and across the nation.

*H. Michael Hartoonian
President, National Council for the Social Studies
May, 1995*



Acknowledgments

Recognition and appreciation are extended to the many teachers, curriculum developers, curriculum supervisors, subject-area supervisors, administrators, business and industry representatives, professional organizations, and the Nebraska Department of Education who have provided valuable contributions to the creation of this Social Studies Framework.

Special thanks are extended to H. Michael Hartoonian from the State of Wisconsin Department of Public Instruction and current president of the National Council for Social Studies for facilitating the writing process and providing essential direction in the creation of a quality framework.

Special thanks also goes to the Nebraska Schools Accountability Commission, Geographic Educators of Nebraska (GEON), Nebraska State Council for the Social Studies, Law-Related Education/Nebraska State Bar Association, and Economics America-Nebraska for their financial support of this project.

Special thanks also goes to Suzanne Ratzlaff and Sandy Peters for the design of the cover artwork.

Project Coordinator

Thomas Berve
*Nebraska Department of Education
Papillion-LaVista Public Schools*

Project Director

John LeFeber
Nebraska Department of Education

Support Staff

Sandy Peters
Carol Wipf
Nebraska Department of Education

Advisory Committee

David Bernard-Stevens
State Senator, District 42

Thomas Berve
Nebraska Department of Education

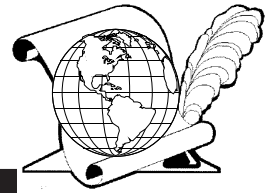
Tom Carman
*Westside High School
Westside Community Schools*

Roger Davis
University of Nebraska at Kearney

Jim Dick
University of Nebraska at Omaha

Ron Dughman
Nebraska Department of Education

Nebraska K-12 Social Studies Framework



Jan Gleason
Omaha Public Schools

Chuck Goodwin
University of Nebraska-Lincoln

Karen Graff
Hillside Elementary
Westside Community Schools

Joe Heckenlively
Kenesaw Public Schools

Tom Keefe
Nebraska State Bar Association

John LeFeber
Nebraska Department of Education

Ann Masters
Nebraska Department of Education

Jan Rogers
Lincoln Public Schools

Bill Sesow
University of Nebraska-Lincoln

Bob Stoddard
University of Nebraska-Lincoln



Writing Teams

Team Leaders

Susan Gay
University of Nebraska-Lincoln

Bill Hayes
Westside High School

Norma Page
Lexington Public Schools

Gordon Scheet
Platteview Central Junior High School

Mike Young
Omaha Burke High School

Team Members

Dianne Aveyard
Tri County Elementary

Marlene Blakeman
*Northern Hills Elementary
Norfolk Schools*

DeEtte Brasfield
Aurora Elementary School

Ron Casper
Republican Valley High School

Mary Davison
Silver Creek Elementary School

Jacquelyn Dorsey
Omaha Bryan Junior High School

John Hauser
Lawrence Public Schools

Don Hickey
Wayne State College

Kathy Kollars
Papillion-LaVista High School

Clint Livingston
Lewellen Rural High School

Roberta Loescher
Educational Service Unit #15

Mike McDonald
University of Nebraska-Lincoln

Lonnie Moore
Oxford Junior-Senior High School

Susan Mowitz
Bradshaw High School

Sue Munn
Hamlow Elementary School

Harris Payne
Omaha North High School

Suzanne Ratzlaff
Henderson Community School

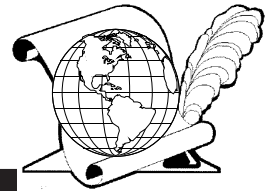
Judy Shull-Hiebenthal
Seward Middle School

Kim Sosin
University of Nebraska at Omaha

Ed Walker
University of Nebraska at Kearney

Arlo Wusk
Sterling Public School

Lisa Zierke
Plainview Public Schools



Reviewers

Dianne Aveyard
Tri County Elementary

Marlene Blakeman
Northern Hills Elementary
Norfolk Schools

Ron Casper
Republican Valley High School

Kathy Colwell
Nebraska Department of Education
Vocational Equity Consultant

Roger Davis
University of Nebraska at Kearney

Jim Dick
University of Nebraska at Omaha

Jacquelyn Dorsey
Omaha Bryan Junior High School

Ron Dughman
Nebraska Department of Education
Special Education Consultant

Sally Fellows
Omaha Public Schools

Roy Ferris
Valentine Rural High School

Susan Gay
University of Nebraska-Lincoln

Jan Gleason
Omaha Public Schools

Chuck Goodwin
University of Nebraska-Lincoln

Karen Graff
Hillside Elementary School
Westside Community Schools

John Hauser
Lawrence Public School

Joe Heckenlively
Kenesaw Public Schools

Tom Keefe
Nebraska State Bar Association

Dale Kinney
Ralston High School

Carole LeFeber
University of Nebraska-Lincoln

Clint Livingston
Lewellen Rural High School

Roberta Loescher
Educational Service Unit #15

Laura Nelson
Newman Grove High School

Bill Nelson
Westside High School

Rebecca Nichol
Jefferson Elementary School

Nebraska K-12 Social Studies Framework



Norma Page
Lexington Public Schools

Art Thompson
Cooper Foundation

Suzanne Ratzlaff
Henderson Community School

Ed Walker
University of Nebraska at Kearney

Larry Rhoten
Silver Creek Schools

Carl Wirth
*Past-President
Nebraska State Council for the Social
Studies*

Jan Rogers
Lincoln Public Schools

Susan Wunder
University of Nebraska-Lincoln

Merle Rudebusch
Nebraska Department of Education

Mike Young
Omaha Burke High School

Gordon Scheet
Platteview Central Junior High School

Lisa Zierke
Plainview Public Schools

Jay Sears
Nebraska State Education Association

Bill Sesow
University of Nebraska-Lincoln

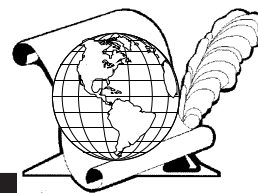
Mike Shimeall
Lexington Public Schools

Judy Shull-Hiebenthal
Seward Middle School

Bonnie Sibert
*Nebraska Department of Education
Business Education Consultant*

Kim Sosin
University of Nebraska at Omaha

Bob Stoddard
University of Nebraska-Lincoln



***A STRATEGIC PLAN FOR
SOCIAL STUDIES IN NEBRASKA***

***Nebraska Department of Education
June, 1993***

*Change is the law of life. And those who look only to the
past or the present are certain to miss the future.*

*John F. Kennedy
Frankfurt, West Germany
June 25, 1963*

When President Kennedy made the above reference to change in West Germany, he was speaking to a divided Germany. He pointed out that they need to focus on the future. The study of social studies allows us the latitude to study all three time frames: past, present, and future. The hope is that the students whom we touch begin to see how social studies is an integral part of their lives. Our curriculum needs to reflect that change. We need to create a curriculum that will provide our students with the knowledge, skills, and attitudes to become lifelong learners.

The Nebraska Department of Education provided the opportunity for 17 educators from across the state to meet, discuss, and develop a *Strategic Plan for Social Studies in Nebraska*. We met in Lincoln in June of 1993. This group created a set of beliefs, a mission statement, and 13 goals for social studies education throughout the state of Nebraska. We have created a long needed vision for social studies in Nebraska.

The work of the strategic planning committee for social studies educators is a foundation for future curriculum development efforts. The committee hopes that you will find this document useful as you look at change in your local district. This foundation piece is only the beginning. After the strategic planning committee's work has been endorsed by the Nebraska State Board of Education, Nebraska State Council for the Social Studies, and other social studies stakeholders, we will take the process one step further and develop suggested outcomes and a framework for K-12 social studies. A framework will provide direction, focus, and coordination for K-12 social studies education.

Nebraska K-12 Social Studies Framework



This is an **exciting** time to be teaching social studies. Change is constant. How many teachers thought that they would be teaching about the reunification of Germany or the breaking up of the Soviet Union. Or, that the boundaries and countries in Eastern Europe would be experiencing such turmoil. And, that our government would be struggling with such a huge deficit. The opportunity to share changes in our world with your students is a challenging one! A challenge that you accept.

This document will be constantly experiencing change, also. You will be instrumental in helping to bring change about. As our discipline changes, we will make adjustments to this document to fit those changes. The Nebraska Department of Education accepts the challenge of making this document an ongoing process of change. Social studies education needs to maintain that focus on the future before it becomes our past.

Nebraska Social Studies

Strategic Plan Belief Statements

We Believe

- Social studies provides the opportunity to understand global cultures, past and present, and promotes respect for individual and cultural diversity.
- Social studies links the past, present, and future.
- Social studies develops an understanding of the individual's role in a family, community, state, national, and global society.
- Social studies promotes responsible management of global resources.
- Social studies provides knowledge and skills important for life-long learning.
- Social studies integration into all areas of a student's educational experience is imperative.
- Social studies develops knowledge, skills, and attitudes enabling individuals to make informed personal and social decisions.
- Social studies develops responsible, active citizens in a democratic society.

Mission

The mission of the social studies is to develop capable citizens who are empowered with knowledge, skills, and attitudes enabling them to make informed decisions in a culturally diverse and interdependent world.



Goals

- Social studies education will be an integral part of the curriculum, kindergarten through twelfth grade.
- Social studies education will include increased opportunities to develop student awareness of and tolerance for diverse cultures.
- Social studies education will provide students with opportunities to become competent in accessing information through a wide variety of resources.
- Social studies education will provide increased opportunities for students to use written, oral, visual, and technological expressions.
- Social studies education will provide increased opportunities to develop student critical thinking skills.
- Social studies education will provide increased opportunities for students to get involved in civic activities in the school and community.
- Social studies programs will develop student understanding of the basic concepts in the social sciences.
- Social studies programs will provide opportunities for students to study and evaluate their society at the local, state, national, and international levels.
- Social studies programs will include opportunities for students to demonstrate competencies through a variety of performance-based assessments.
- Social studies educators will have access to a comprehensive multicultural resource guide which encompasses kindergarten through twelfth grade.
- Social studies educators will have access to an interactive social science resource network.
- Social studies educators will have increased access to and training in diverse technologies for use in the classroom.
- Social studies educators will have increased opportunities to enhance their knowledge and skills in all areas of the social sciences.

Nebraska K-12 Social Studies Framework



Acknowledgments

We would like to thank Dr. Ken Bird and Dr. Bert Jackson, Westside Community Schools/Omaha, for their excellent job of facilitating the Social Studies Strategic Planning session. This project was hosted by the Nebraska Department of Education. We would also like to thank the following people for creating the vision for social studies education in Nebraska.

Marlene Blakeman
Northern Hills Elementary
School/Norfolk

Carole LeFeber
Lincoln, Nebraska

Laura Nelson
Newman Grove High
School

David De Cent
Wilcox Elementary School

John LeFeber
Nebraska Department of
Education

Henderson Elementary
School

Harold DeVriesl
Millard Lefler Middle
School/Lincoln

Jim Kubik
Norfolk Senior High School

Dr. Joe Watkins
Grand Island Senior High
School

Calvin Dixon
Bluffs Middle School/
Scottsbluff

Dr. Ted Larson
Southeast High School/
Lincoln

Granville Welch
South High School/Omaha

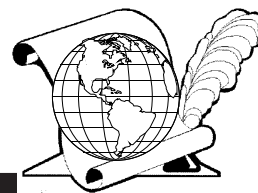
Roy Ferris
Valentine Rural High
School

Sue McNeil
Loup County Schools/
Taylor

Lisa Zierke
Plainview High School

Jan Hein
East Ward Elementary
School/McCook

Barb Miller
McPhee Elementary
School/Lincoln



I. Civic Ideals and Practices

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic. An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. **In schools, this theme typically appears in units or courses dealing with history, political science, cultural anthropology, and fields such as global studies, law-related education, and the humanities.**

Primary Level

- ◆ What are the key ideals of democracy and how do they apply to us as citizens? (II, X)
- ◆ What roles do families, schools, communities, and community groups play in developing citizenship? (II, VI, IV)
- ◆ How do civic ideals and practices of the individual affect environmental issues? (VI, IV)
- ◆ How are individuals shaped by civic ideals and practice? (X, IV, V)
- ◆ How do civic ideals and practices affect the role of individuals, groups, and institutions? (IV, V)
- ◆ How does an understanding of civic ideals and practice relate to universal human rights? (II, X, III)

Upper Elementary Level

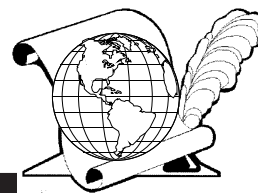
- ◆ How can the ideals of democracy be strengthened through citizen action? (II, X, VII)
- ◆ What is the nature of a belief system or laws of a culture? (II, X, VII)
- ◆ Why is there a government? (II, VII)
- ◆ How is a citizen defined in different cultures? (II, III)
- ◆ What roles do families, schools, communities, and community groups play in maintaining citizenship? (II, VI, IV)
- ◆ How do cultures borrow civic ideals from one another? (II, X, III)
- ◆ How has the role of a citizen changed over time? (II, X, IX)
- ◆ How do geographic landforms affect civic ideals and practices? (VI)
- ◆ How do civic ideals and practices of the individual affect environmental issues? (X, VI, IX)
- ◆ How are individuals shaped by civic ideals and practices? (II, VI, IV)
- ◆ Should a person's identity be defined in part by one's civic participation? (IV)
- ◆ Should an individual encourage groups and institutions to promote civic ideals and practices? (X, V, VII)
- ◆ How do the civic ideals and practices affect the role of the individuals, groups, and institutions? (X, IV, V)



- ◆ What authority dictates the civic ideals and practices of a culture? (II, VII)
- ◆ How can individual or minority rights be protected within the context of majority rule? (IV, VII)
- ◆ How do values and beliefs influence economic decisions in different societies? (VIII, III)
- ◆ How do science and technology influence civic ideals and practices? (IX)
- ◆ How does an understanding of civic ideals and practices relate to universal human rights? (II, X, III)

Middle Level

- ◆ What are the origins of the key ideals of democracy and how are they maintained? (II, X, VII)
- ◆ What is the nature of a belief system or laws of a culture? (II, X, VII)
- ◆ How do civic ideals and practices differ within the same culture? (II, VII)
- ◆ Why do cultures have laws and governmental institutions? (II, VII, III)
- ◆ How do legal systems differ among cultures? (II, VII, III)
- ◆ How do cultures borrow civic ideals from one another? (II, X, III)
- ◆ How have the perceptions/definitions of civic ideals changed over time? (X)
- ◆ What are the civic ideals that have remained constant over time? (X)
- ◆ How have communities and institutions affected the role of the “citizen” over time? (X)
- ◆ How does the environment affect civic ideals and practices? (VI)
- ◆ How does the movement of people affect civic ideals and practices? (X, VI)
- ◆ How do civic ideals and practices of the individual affect environmental issues? (VI, IV)
- ◆ How are individuals shaped by civic ideals and practices? (II, VI, IV)
- ◆ Should an individual encourage groups and institutions to promote civic ideals and practices? (X, V, VII)
- ◆ How do the civic ideals and practices affect the role of individuals, groups, and institutions? (X, IV, V)
- ◆ What power does the individual have to influence the civic ideals and practices of his/her culture? (V, VII)
- ◆ How can individual or minority rights be protected within the context of majority rule? (IV, VII)
- ◆ What are the processes and procedures to affect change? (VII, IX)
- ◆ What is the role of the individual and the government in the allocation of resources? (V, VII, VIII)
- ◆ Should there be a correlation between economic systems and civic ideals and practices? (II, VIII, III)
- ◆ How do values and beliefs influence economic decisions in different societies? (II, VIII, III)



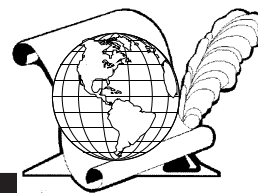
- ◆ How do civil ideals and practices provide for the equitable distribution of technology in society? (VIII, IX)
- ◆ How do science and technology influence civic ideals and practices? (IX)
- ◆ How does society shape scientific and technological change? (X, V, IX)
- ◆ How does an understanding of civic ideals and practices relate to universal human rights? (II, X, III)

Secondary Level

- ◆ What are the responsibilities of a citizen to foster and maintain the ideals of a democracy? (X, VII)
- ◆ How do citizens respond to the tensions between civic ideals and cultural practices? (II, IV, V, VII)
- ◆ How have the perceptions/definitions of civic ideals changed over time? (X)
- ◆ What are the civic ideals that have remained constant over time? (X)
- ◆ How have communities and institutions affected the role of “citizen” over time? (X)
- ◆ Will the passage of time necessarily affect civic ideals and practices? (X, IX)
- ◆ How does the environment affect civic ideals and practices? (VI)
- ◆ How does the movement of people affect civic ideals and practices? (X, VI)
- ◆ How do geographic landforms affect civic ideals and practices? (VI)
- ◆ How do civic ideals and practices of the individual affect environmental issues? (VI, IV)
- ◆ How are individuals shaped by civic ideals and practices? (IV)
- ◆ How does a person’s self-concept affect his/her role in civic practices? (IV)
- ◆ Should a person’s identity be defined, in part, by one’s civic participation? (IV)
- ◆ In the process of an individual’s development, how are civic ideals and practices internalized? (IV)
- ◆ Should an individual encourage groups and institutions to promote civic ideals and practices? (X, V, VII)
- ◆ Does an individual’s self interest conflict with civic ideals and practices of groups and/or institutions? (V)
- ◆ How do the civic ideals and practices affect the role of individuals, groups, and institutions? (X, IV, V)
- ◆ What power does the individual have to influence the civic ideals and practices of his/her culture? (V, VII)
- ◆ What empowers the individual to practice civic ideals? (X, VII)
- ◆ How can individual or minority rights be protected within the context of majority rule? (IV, VII)
- ◆ What is the role of the individual and the government in the allocation of resources? (V, VII, VIII)



- ◆ Should there be a correlation between economic systems and civic ideals and practices? (VIII)
- ◆ How do values and beliefs influence economic decisions in different societies? (II, VIII, III)
- ◆ Do civic ideals and practices relate to equitable production distribution? (VII, VIII)
- ◆ How does technology affect the moral fiber of society? (X, IX)
- ◆ How do civil ideals and practices provide for the equitable distribution of technology in society? (VII, VIII, IX)
- ◆ What role does the government play in the dissemination of electronic information? (VII, IX)
- ◆ How do science and technology influence civic ideals and practices? (IX)
- ◆ How does society shape scientific and technological change? (X, V, IX)
- ◆ How does an understanding of civic ideals and practices relate to universal human rights? (II, X, III)
- ◆ How do the civic behaviors of individuals connect with global systems? (IV, IX, III)
- ◆ How do civic ideals and practices facilitate global understanding or misunderstanding? (III)



II. Culture

Social studies programs should include experiences that provide for the study of the common characteristics of different cultures including the importance of language. How does the development of beliefs systems, such as religion or political ideals, influence other parts of the culture? These experiences need to include analysis of how the culture changes to accommodate different ideas and beliefs. **In schools, this theme typically appears in courses and units involving geography, history, sociology, anthropology as multicultural topics across the curriculum.**

Primary Level

- ◆ How/why are cultures different or similar from place to place? (X, VI, VIII, I)
- ◆ How do physical environments and cultures interact? (VI)
- ◆ How do different cultures utilize resources? (X, VI, V, VIII, IX, III)
- ◆ In what ways do time, continuity, and change affect culture? (X, III)
- ◆ How can differences in cultures (language, art, traditions, etc.) create understanding or misunderstanding? (VII, VIII, IX, III)
- ◆ When/how/why have cultures changed as a result of new scientific and technological knowledge? (IX, III)
- ◆ How does culture affect the needs and wants, and, therefore, production, distribution, and consumption of goods and services? (X, V, VII, VIII, IX, III)
- ◆ How do cultures define individuals, families, and communities? (X, VI, IV, V)
- ◆ How/why does culture define acceptable behavior and shape individual development and identity? (X, VI, IV, V, I)
- ◆ What are the individual's rights, role, avenues of expression, and responsibilities in the culture? (family, classroom, community) (X, IV, I)
- ◆ How/why do cultures create and affect government and other forms of power and authority? (V, VII)
- ◆ How does power, authority, and governance affect changes in culture? (II, IV, VIII, III, I)
- ◆ How does a culture's description and understanding of family, age, gender, ethnicity, nationality, and institutional affiliations contribute to personal identity? (IV, VIII, III, I)
- ◆ How do cultures address basic human needs? (IV)
- ◆ How/why do cultures limit or encourage science, technology, and society? (VIII)

Upper Elementary Level

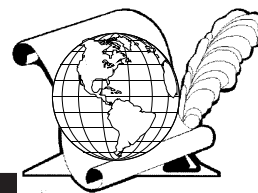
- ◆ How/why are cultures different or similar from place to place? (X, VI, VIII, III, I)
- ◆ How do physical environments and cultures interact? (VI)
- ◆ How do different cultures utilize resources? (X, VI, V, VIII, IX, III)



- ◆ How/why/in what way do time, continuity, and change affect culture? (X, III)
- ◆ How/why do language, the arts, and belief systems facilitate global understanding and/or misunderstanding? (VII, VIII, IX, III)
- ◆ How/why have cultural values, beliefs, and attitudes changed as a result of new scientific and technological knowledge? (IX, III)
- ◆ How does culture affect the needs and wants, and, therefore, production, distribution, and consumption of goods and services? (X, V, VII, VIII, IX)
- ◆ How do cultures create and define belief systems? (families, communities) (X, VI, V, VII, VIII)
- ◆ How/why does culture define acceptable behavior and shape individual development and identity? (X, VI, IV, V, VII, I)
- ◆ What are the individual's rights, role, responsibilities, and avenues of expression in the culture? (family, classroom, community, nation) (X, IV, I)
- ◆ How/why do cultures create and affect environment and other forms of power and authority? (X, V, VIII, I)
- ◆ How do power, authority, and governance affect changes in culture? (II, X, IV, VII, VIII, I)
- ◆ How does a culture's description and understanding of family, age, gender, ethnicity, nationality, and affiliations contribute to personal identity? (X, VI, VII, I)

Middle Level

- ◆ How/why are cultures different or similar from place to place? (X, VI, VIII, III, I)
- ◆ How do physical environments and culture interact? (VI)
- ◆ How do different cultures utilize resources? (VI)
- ◆ How do cultures influence people's perception of places and regions? (X, VI, V, VIII, IX, III)
- ◆ How/why/in what way do time, continuity, and change affect culture? (X, III)
- ◆ How/why do various forms of language, the arts, and belief systems facilitate global understanding and/or misunderstanding? (VII, VIII, IX, III)
- ◆ How/why have cultural values, beliefs, and attitudes changed as a result of new scientific and technological knowledge? (VIII, III)
- ◆ How does culture affect the needs and wants and, therefore, production, distribution, and consumption of goods and services? (X, IV, V, VII, VIII, IX)
- ◆ How/why/to what extent do cultures create and define belief systems? (individuals, groups, institutions) (X, VI, IV, V, VII, VIII)
- ◆ How/why do cultures define civic ideals, practices, and responsibilities? (X, IV, V, VII, III, I)
- ◆ How/to what extent do cultural experiences shape and define individual development and identity? (X, VI, V, VII)
- ◆ How/what/why does a culture define individual rights, roles, avenues of political expression, and responsibilities in a community? (X, IV, I)



- ◆ How/why do cultures create and affect government and other forms of power and authority? (X, V, VII, I)
- ◆ Why/how does power, authority, and government affect changes in culture? (X, VII)
- ◆ How does a culture's description and understanding of family, age, gender, ethnicity, nationality, and institutional affiliations contribute to personal identity? (X, VI, IV, V, VII, I)
- ◆ How do cultures address basic human needs? (IV)
- ◆ How do cultures limit and/or encourage science and technological advances? (VIII)

Secondary Level

- ◆ How/why are cultures different or similar from place to place? (X, VI, VIII, III, I)
- ◆ How do physical environments and culture interact? (VI)
- ◆ How do cultures influence people's perception of places and regions? (X, VI, V, VIII, IX, III)
- ◆ How/why/in what ways do time, continuity, and change affect culture? (X, III)
- ◆ How/why do various forms of language, the arts, and belief systems facilitate global understanding and/or misunderstanding? (VII, VIII, IX, III)
- ◆ How/why have cultural values, beliefs, and attitudes changed as a result of new scientific and technological knowledge? (IX, III)
- ◆ How does culture affect the needs and wants and, therefore, production, distribution, and consumption of goods and services? (X, IV, V, VII, VIII, IX)
- ◆ How/why/to what extent do cultures create and define belief systems? (individuals, groups, institutions) (II, VI, IV, V, VII, VIII)
- ◆ How/why do cultures define civic ideals, practices, and responsibilities? (IV, V, VII, III, I)
- ◆ How/to what extent do cultural experiences shape and define individual development and identity? (X, VI, IV, V, III, I)
- ◆ What/why/how does a culture define individual rights, roles, avenues of political expression, and responsibilities in a community? (X, IV, I)
- ◆ Why/how do cultures create and affect government and other forms of power and authority? (X, V, VII)
- ◆ Why/how does power, authority, and government affect changes in culture? (X, VII)
- ◆ How does a culture's description and understanding of family, age, gender, ethnicity, nationality, and institutional affiliations contribute to personal identity? (X, VI, IV, V, I)
- ◆ How do cultures address basic human needs? (VIII)
- ◆ How do cultures limit and/or encourage science and technological advances? (VIII)



III. Global Connections

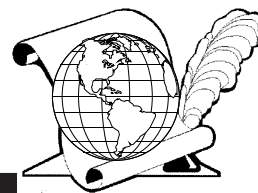
Social studies programs should include experiences that provide for the study of the realities of global interdependence that require understanding the importance of diverse global connections among world societies and the frequent tensions between national interests and global priorities. Students will need to address such issues as health care, the environment, human rights, economic competition and interdependence, age-old ethnic enmities, and political, economic, and military alliances. **In schools, this theme typically appears in courses or units dealing with geography, culture, and economics, and draws upon the natural and physical sciences and the humanities.**

Primary Level

- ◆ What/how/why have global connections affected individual development and identity? (II, IV, VIII, IX)
- ◆ How do global connections affect the needs and wants and, therefore, production, distribution, and consumption of goods and services? (X, VIII)
- ◆ How/to what extent/why have global connections changed or not changed over time? (VI, VIII, IX)
- ◆ How does social order, peace, human rights, and justice influence global connections? (classroom, school, hall rules, etc.) (VII, I)
- ◆ What changes in scientific knowledge and technology have affected global communities? (medicine, transportation, communication, computers, etc.) (VI, VIII, IX)
- ◆ How can people's interaction with others, with places, and with environments affect global activities? (VI, VII, VIII, IX)
- ◆ How can language, the arts, and belief systems facilitate global understanding and/or misunderstanding? (II, IV)

Upper Elementary Level

- ◆ What individual behaviors and decisions connect with global systems? (V, VIII)
- ◆ How/why have global connections affected individual development and identity? (II, IV, VIII, IX)
- ◆ How do national (individual, group, institutions) interests influence global connections? (II, X, IV, I)
- ◆ How do global connections affect the wants and needs and, therefore, production, distribution and consumption of goods and services? (II, VIII)
- ◆ How/to what extent/why have global connections changed or not changed over time? (VI, VIII, IX)
- ◆ How does social order, peace, human rights, and justice influence global connections? (need for laws, etc.) (VII, I)



- ◆ How have changes in scientific knowledge and technology affected global communities? (medicine, transportation, communication, computers, etc.) (VI, VIII, IX)
- ◆ How can people's interaction with others, with places, and with environments affect global activities? (VI, VII, VIII, IX)
- ◆ How can language, the arts, and belief systems facilitate global understanding and/or misunderstanding? (II, IV)

Middle Level

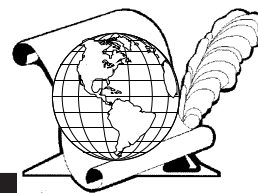
- ◆ What individual behavior and decisions connect with global systems? (IV, VIII)
- ◆ How/why have global connections affected individual development and identity? (II, IV, V, IX)
- ◆ What influence does, international and multi-national organizations have on global connections? How? Why? (VI, V, VIII)
- ◆ How do national (individual, group, institutions) interests influence global connections? (II, X, IV, V, I)
- ◆ How do global connections affect the needs and wants and, therefore, production, distribution, and consumption of goods and services? (X, VIII)
- ◆ How/to what extent/why have global connections changed or not changed over time? (II, X, VI, VIII, IX)
- ◆ How does social order, peace, human rights, and justice influence global communities? (VII, I)
- ◆ How have changes in scientific knowledge and technology affected global communities? (medicine, transportation, communication, computers, etc.) (VI, VIII, IX)
- ◆ How can people's interaction with others, with places, and with environments affect global activities? (VI, VII, VIII, IX)
- ◆ How can language, the arts, and belief systems facilitate global understanding and/or misunderstanding? (II, IV)

Secondary Level

- ◆ What individual behaviors and decisions connect with global systems? (IV, VIII)
- ◆ How/why have global connections affected individual development and identity? (II, IV, VIII, IX)
- ◆ What/how/why do conditions and motivations contribute to conflict operation and interdependence among groups, societies, and nations? (V, VII, VIII, IX, I)
- ◆ In what ways does sovereignty influence global connections? (VII, I)
- ◆ What influence does international and multi-national organizations have on global interconnections? How? Why? (VI, V, VIII)
- ◆ How do national (individual, group, institutions) interests influence global connections? (II, X, V, VII, I)



- ◆ How do global connections affect the wants and needs and, therefore, production, distribution, and consumption of goods and services? (X, VIII)
- ◆ How/to what extent/why have global connections changed or not changed over time? (II, X, VI, VIII, IX)
- ◆ How does social order, peace, human rights, and justice influence (influenced by) global connections? (VII, I)
- ◆ How/why have changes in scientific knowledge and technology affected global communities? (medicine, transportation, communication, computers, etc.) (VI, VIII, IX)
- ◆ How can people's interaction with others, with places, and with environments affect global activities? (VI, VII, VIII, IX)
- ◆ How can language, the arts, and belief systems facilitate global understanding/misunderstanding? (II, IV)



IV. Individual Development and Identity

Personal identity is shaped by one's culture, by groups, and institutional influences. Students should consider such questions as: How do people learn? Why do people behave as they do? What influences how people learn, perceive, and grow? How do people meet their basic needs in a variety of contexts. How do individuals develop from youth to adulthood? **In schools, this theme typically appears in units and courses dealing with psychology and anthropology.**

Primary Level

- ◆ How does the family contribute to the unique features of the individual? (II)
- ◆ How does my past influence my individual development and identity? (X)
- ◆ How does one person's actions affect another? (VI)
- ◆ Why/how do interests and capabilities contribute to one's personal identity? (IV)
- ◆ How/why do I belong to a group? (V)
- ◆ Why are rules necessary? (VII)
- ◆ How do my needs and wants define who I am? (VIII)
- ◆ How do levels of technology determine the individual development? (IX)
- ◆ Why is it important to work independently and cooperatively to accomplish goals? (I)

Upper Elementary Level

- ◆ How is personal identity influenced by family, gender, ethnicity, nationality, and institutional affiliations? (II, V)
- ◆ How does my ethnic background influence my daily life? (II, X, VI)
- ◆ How are people personally connected to their immediate surroundings? (VI)
- ◆ How does one's perception of self influence one's choices? (IV)
- ◆ How does what I believe influence my group associations? (V)
- ◆ What happens when my beliefs are in conflict with policies or rules? (VII)
- ◆ Why is it important for an individual to be a producer as well as a consumer? (VIII)
- ◆ How do science and technology influence individual development? (IX)
- ◆ Why do individual actions in different parts of the world influence other individuals? (III)
- ◆ How does public opinion affect individual decisions and choices? (I)

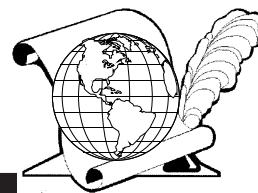


Middle Level

- ◆ How does society, culture, and history influence personal change? (II, X, III)
- ◆ How does my learning and physical development affect my behavior? (X)
- ◆ How are people personally connected to their community and nation? (VI)
- ◆ How does physical endowment and capabilities, learning, motivation, personality, perception, and behavior contribute to individual development? (IV)
- ◆ How do individuals/institutions/groups influence development of self? (V)
- ◆ How do individuals in cultures gain and exercise power? (VII)
- ◆ How does my socioeconomic status contribute to development of my identity? (VIII)
- ◆ How do science and technology influence individual development? (IX)
- ◆ Why do individuals need to identify themselves as part of the global community? (III)
- ◆ How does an individual's development enhance civic responsibility and practices? (I)

Secondary Level

- ◆ What are the connections of the individual to time, place, and social/cultural systems? (II, X, VI, III)
- ◆ How have historical and contemporary cultures affected an individual's daily life? (II, X, VI, III)
- ◆ How does family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self? (II, V)
- ◆ Which concepts, methods, and theories help us understand human growth and development?
- ◆ How/why do perceptions, attitudes, values, and beliefs influence the development of personal identity? (II, V)
- ◆ What impact does stereotyping, conformity, acts of altruism, and other behaviors have on individuals and groups? (II, V)
- ◆ What factors contribute to and damage one's mental health, and which issues relate to mental health and behavioral disorders in contemporary society? (V, I)



V. Individuals, Groups, and Institutions

Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions. Institutions such as schools, churches, families, government agencies, and the courts play an integral role in people's lives. It is important that students learn how institutions are formed, what controls and influences them, how they influence individuals and culture, and how they are maintained or changed. **In schools, this theme typically appears in units and courses dealing with sociology, anthropology, psychology, political science, and history.**

Primary Level

- ◆ What are some examples of institutions in your community? (VI, VII)
- ◆ What roles do individuals, groups, and institutions play in the various cultures? (II, VI, VIII, III)
- ◆ What is the role of the individual within groups and institutions? (II, IV, I)
- ◆ What are the responsibilities of the individual to the governing institutions? (VII, I)
- ◆ How do institutions located in various geographic regions of the world differ and how are they alike? (II, VI, III)
- ◆ How have individuals contributed to the well-being of their community throughout time? (X, I)
- ◆ How can individuals contribute to the well being of their community? (X, IV, I)
- ◆ What civic ideals are most important in a democratic society? Why? (VII, I)

Upper Elementary Level

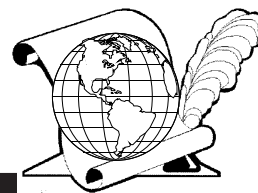
- ◆ How do institutions and individuals work together to promote common good? (I)
- ◆ What roles do individuals, groups, and institutions play in the various cultures? (II, IV)
- ◆ How is the value of cultural diversity as well as cohesion demonstrated within and across groups? (II, IV, III)
- ◆ How do individuals, groups, and institutions in a culture address human needs and concerns? (II, VIII, III)
- ◆ How do institutions change? (X, VII, IX)
- ◆ What impedes change within groups and institutions? (X, VII, IX)
- ◆ How do environments affect the development of individuals, groups, and institutions? (II, X, IV, III)
- ◆ How does knowledge of geographic places allow an individual to acquire an understanding of the world? (VI, IX, III)
- ◆ How is the individual influenced by institutions? (IV, I)
- ◆ What is the role of the individual within groups and institutions? (II, IV, VII, I)



- ◆ How do individuals gain power or authority within groups and institutions? (X, VII, I)
- ◆ What are the responsibilities of the individual to the governing institutions? (VII, I)
- ◆ How does an individual affect supply and demand? (VIII, III)
- ◆ How are the lives of individuals, groups, and institutions influenced by science and technology? (IX, III)
- ◆ How do institutions located in various geographic regions of the world differ and how are they alike? (VI, III)
- ◆ How are individuals and groups in your state linked to countries around the world? (X, IX, III)
- ◆ How can individuals contribute to the well being of their community? (VII, VIII, I)
- ◆ What civic ideals are most important in a democratic society? (II, X, I)

Middle Level

- ◆ What is the role of institutions in furthering both continuity and change? (X)
- ◆ How is the value of cultural diversity as well as cohesion demonstrated within and across groups? (II, IV, III)
- ◆ What impedes change within groups and institutions? (II, X, VII)
- ◆ What is an individual's role in change? (X, VII)
- ◆ How do environments affect the development of individuals, groups, and institutions? (II, X, IV, III)
- ◆ How does knowledge of geographic places allow an individual to acquire an understanding of the world? (VI, III)
- ◆ How is the individual influenced by institutions? (IV)
- ◆ How are the institutions influenced by individuals? (II, IV)
- ◆ What is the role of the individual within groups and institutions? (IV, VII)
- ◆ What is the basis for authority and power assumed by individuals, groups, and institutions? (IV, VII)
- ◆ How do individuals gain power or authority within groups and institutions? (X, VII, I)
- ◆ What are the responsibilities of the individual to the governing institutions? (VII, I)
- ◆ How do the beliefs and values of an individual affect production, distribution, and institutions? (IV, VIII)
- ◆ How does an individual affect supply and demand? (IV, VIII)
- ◆ What role does the government play in the production, distribution, and consumption of goods and services? (VII, III)
- ◆ How are the lives of individuals, groups, and institutions influenced by science and technology? (X, VI, IX)



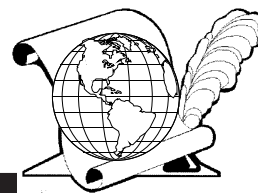
- ◆ How do institutions located in various geographic regions of the world differ and how are they alike? (IV, III)
- ◆ How are individuals and groups in your state linked to countries around the world? (IX, III)
- ◆ How do individual behaviors and actions connect with global systems? (VII, VIII, IX, III)
- ◆ How can individuals contribute to the well being of their community? (VII, VIII I)
- ◆ Explain how various political institutions attempt to maintain a balance between the rights of the minority and the rights of the majority? (VII, I)
- ◆ What is the process/procedure used by individuals and groups to address community issues? Which procedures are more effective and why? (VII, IX, I)
- ◆ What civic ideals are most important in a democratic society? Why? (II, VII, I)

Secondary Level

- ◆ What are the tensions between the expressions of individuality and institutional efforts to promote conformity? (IV, VII)
- ◆ What is the role of an institution in furthering continuity? (X, VII, IX)
- ◆ What is the basis for authority and power assumed by individuals, groups, and institutions? (II, X, VII)
- ◆ How are the rights of individuals, groups, and institutions reconciled with the powers of governing institutions? (X, VII, I)
- ◆ How do individuals gain power or authority within groups and institutions? (VII)
- ◆ What are the responsibilities of the individual to the governing institutions? (VII)
- ◆ How are the lives of individuals, groups, and institutions influenced by science and technology? (IX)
- ◆ Which institutions promote scientific and technological development and which institutions inhibit the development of science and technology? Why? (IX)
- ◆ What controls (if any) should individuals, groups, and institutions exert on scientific and technological development? (IX)
- ◆ How do institutions located in various geographic regions of the world differ and how are they alike? (VI, VIII, I)
- ◆ How are individuals and groups in your state linked to countries around the world? (VI, IX, III)
- ◆ How do individual behaviors and actions connect with global systems? (IV, IX, III)
- ◆ What role do international organizations play in the area of human rights issues? (VII, IX, III)
- ◆ How can individuals contribute to the well being of their community? (X, IV, I)
- ◆ Explain how various political institutions attempt to maintain a balance between the rights of the minority and rights of the majority? (X, VII, I)



- ♦ What is the process/procedure used by individuals and groups to address community issues? Which procedures are more effective and why? (VII, IX, I)
- ♦ What civic ideals are most important in a democratic society? Why? (II, X, I)



VI. People, Places, and Environments

The study of people, places, and human-environment interactions assist students as they create their spatial views and geographic perspectives of the world beyond their personal locations. Students need the knowledge, skills, and understanding to answer questions such as: Why are such things located in those particular places and how do those particular places influence our lives? These two essential questions lead us to understandings and explanations of how and why the world in which we live can support us now and in the future. The subject matter is the earth's surface and the processes that shape it, the relationships between people and environments, and the connections between people and places. **In schools, this theme typically appears in units and courses dealing with area studies and geography.**

Primary Level

- ◆ Why do cultures of homes and neighborhoods change from place to place around the world? (II)
- ◆ How does perception of the environment change over time? (X)
- ◆ How do people modify the natural landscapes? (X)
- ◆ How does change of place affect decision-making? (X)
- ◆ What are the human characteristics of a neighborhood? (VI)
- ◆ What beliefs do individuals need to demonstrate that will have a positive influence on the natural and human environment? (IV)
- ◆ How does an individual's actions affect the environment? (IV)
- ◆ How do cultures transmit beliefs? (TV, movies) (IV)
- ◆ How do people's beliefs affect their environment? (family, school, friends) (V)
- ◆ How do people adapt when their surroundings change? (V)
- ◆ Why are rules necessary? (VII)
- ◆ How do different cultures utilize the natural environment to meet their basic needs? (VIII)
- ◆ How is technology used in an individual's environment? (IV, IX)
- ◆ How does a citizen behave? (I)
- ◆ What is a citizen? (I)
- ◆ What are people's rights and responsibilities? (I)

Upper Elementary Level

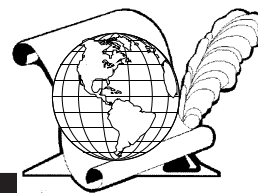
- ◆ Why do cultures of communities and regions change from place to place? (II)
- ◆ How does the concept of time alter a place? (X)
- ◆ How does change of place affect decision making?
- ◆ How do physical processes shape places? (VI)
- ◆ How do people create places that reflect cultural values and ideals? (II, VI)



- ◆ What beliefs do individuals need to demonstrate that will have a positive influence on the natural and human environment? (IV)
- ◆ How does an individual's views and actions affect the environment? (IV)
- ◆ Why does the addition of new individuals change the make-up of a culture? (II, IV)
- ◆ How does the culture shape individual identity? (II, IV)
- ◆ How do individuals respond to cultural beliefs? (II, IV)
- ◆ How do people's beliefs affect their environment? (religion, peers, school, government) (V)
- ◆ How do people and nations adapt when the environment changes? (V)
- ◆ Why do different environments require different laws? (VII)
- ◆ How do environmental conditions affect the economy of an area? (VIII)
- ◆ How do levels of technology determine individual development? (IV, IX)
- ◆ How are people globally interdependent? (III)
- ◆ How do relationships with the environment affect other people around the world? (VI, III)
- ◆ What is the role of a citizen in different environments? (VI, I)
- ◆ How do people exercise rights and responsibilities to the benefit of society? (I)

Middle Level

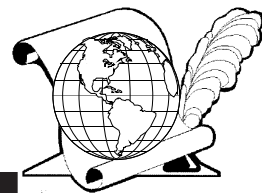
- ◆ Why do cultures change from place to place around the world? (II)
- ◆ How have people's differing perceptions of places, peoples, and resources affected events and conditions in the past? (X)
- ◆ How does the change in your environment influence the individual? (X)
- ◆ What beliefs do individuals need to demonstrate that will have a positive influence on the natural and human environment? (VI)
- ◆ How has technology shaped the human/physical characteristics of a place? (VI, IX)
- ◆ Why does the addition of new individuals change the make-up of a culture? (II, IV)
- ◆ How does culture shape individual identity? (II, IV)
- ◆ How do transmitted cultural beliefs influence an individual's identity? (II, IV)
- ◆ How do people's beliefs affect their environment? (religion, family, school, political parties, work place, peers, etc.) (V)
- ◆ How do people/nations adapt when their surroundings change? (V)
- ◆ How do decisions made in different parts of the world affect other places? (VII)
- ◆ How do government policies/mandates affect the natural environments? (VIII)
- ◆ How could uneven distribution of natural resources bring individuals, nations, and countries into conflict? (VIII)
- ◆ How do people use different types of technology to adapt and modify their environment? (VIII)



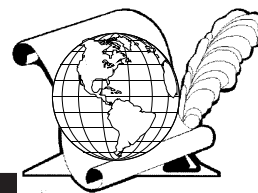
- ◆ How has technology and communication affected sense of place? (VI, IX)
- ◆ How do economic interactions create economic interdependence? (VIII, III)
- ◆ How do natural disaster/systems influence human systems? (VIII, III)
- ◆ How do human actions modify the human environment? (X, VI, III)
- ◆ How does the role of the citizen change from place to place? (VI, I)
- ◆ When considering land use controversies, how do different cultures weigh the rights of the individuals versus the rights of the group? (IV, XI, I)

Secondary Level

- ◆ Why/how do people's perception of the environment change over time? (II)
- ◆ Why do different groups of people within a society view places and regions differently? (II)
- ◆ How does culture and experience influence people's perception of places and regions? (IV)
- ◆ How has physical and human features influenced the evolution of significant historic events and movements? (X)
- ◆ How does change of place affect decision making? (X)
- ◆ What beliefs do individuals need to demonstrate that will have a positive influence on the natural and human environment? (V)
- ◆ How do human actions modify the physical environment? (VI)
- ◆ How do physical systems affect human activities? (VI)
- ◆ How do policies and programs affect resource use and management? (VI, V, VIII, IX)
- ◆ How does resource development and use change over time? (X, VIII)
- ◆ Why do people cooperate but also engage in conflict to control the earth's surface? (VII, III, I)
- ◆ What physical and human processes together shape the character of a place? (VI)
- ◆ What are the consequences when physical and human characteristics of regions are changed? (VI, VIII, IX)
- ◆ What are the components of the earth's physical systems? (VI, III)
- ◆ How are patterns of features on the earth's surface shaped by physical processes? (VI, III)
- ◆ What are the characteristic and spatial distribution of ecosystems on the earth's surface? (VI, III)
- ◆ What are the causes and impact of human migration? (X, VI, III)
- ◆ How do the characteristics of culture affect the ways in which people live? (II, VI)
- ◆ What forces change a culture? (II, X, VI, VIII, III)
- ◆ What activities affect the location and distribution of economic activities? (VIII, IX)



- ◆ Why are countries becoming more economically interdependent? (VIII, IX)
- ◆ How do modes of transportation and communication affect the ways in which people live? (X, VIII, IX)
- ◆ What are the characteristics, distribution, and migration of human populations on the earth's surface? (II, X, VI, III)
- ◆ What processes lead to change in urban areas? (X, VI, III)
- ◆ What changes might result from human use and modification of the earth? (X, VI, XIII, III)
- ◆ Why might changes in the physical environment diminish the ability of the environment to support humans? (X, VI, VIII)
- ◆ How does resource development and use change over time? (X, VI)
- ◆ How does the changing perceptions of place and environments affect the spatial behavior of people? (X, VI)
- ◆ What fundamental roles does geographical context play in affecting events in history? (X, VI)
- ◆ How do different points of view influence the development of policies designed to use and manage the earth's resources? (II, VI, V, VII)
- ◆ Which contemporary issues can be analyzed using knowledge of the earth's physical and human systems? (II, X, VI, V, VII, VIII, IX, III, I)



VII. Power, Authority, and Governance

Social studies programs should present material on the study of government and the exercise of power and authority. How and why do human beings create governments? How do they preserve them? How do they change them? How do people gain power? How do they use power? What are rights? What is freedom? What are responsibilities? What is the difference between legitimate and illegitimate authority? Social studies programs should help students develop a broad understanding of how governments work and what the people's role and responsibility in government is. Such programs should thus help students become better citizens.

Primary Level

- ◆ What kind of rules are there in a family? (VI, V)
- ◆ How are the rules and decisions made in a family? (X, I)
- ◆ What is a government? Why do we have government? What are some of the things that governments do? (I)
- ◆ Why do we have rules and laws? How do people change rules and laws?
- ◆ How does government directly affect peoples' lives? (V, I)
- ◆ How is a government like a family? (IV, V, VII)
- ◆ What are the three main levels of government? (VII)
- ◆ Who are the principle leaders of the three levels of government? (VI, IV, V)
- ◆ What are the differences between rights and responsibilities? (I)
- ◆ What does it mean to be a good citizen? (I)

Upper Elementary Level

- ◆ What are the differences between limited and unlimited government? (II, VI, V)
- ◆ Why would people limit the powers of government? (V, VII, IX)
- ◆ What is democracy? What are the ideals and principles that democracy is based upon? (V, VII, I)
- ◆ What are some important beliefs that Americans have about themselves and their government? (V, VII, I)
- ◆ Why is it important for a democratic society to allow for a diversity of opinions? (IV, I)
- ◆ How does a democratic system allow for the resolution of conflict? (II, VI, IV)
- ◆ Why are cooperation and compromise important in a democratic system? (V, I)
- ◆ What are the rights and responsibilities of citizens at each level of government? (IV, V)
- ◆ What is a constitution? What kinds of groups and organizations have a constitution? Why is it important to have a constitution? (V, III)
- ◆ What are the three branches of the U.S. government? (V)



- ◆ What does the national government do? How does it protect individual rights?
- ◆ How does it protect the American people from domestic or foreign threats? (VI, IV, V, I)
- ◆ What do state and local governments do? How do their responsibilities differ from those of the national government? (II, VI, V, VII)
- ◆ What traits should government leaders possess? (IV, I)
- ◆ What governmental functions do schools perform? (II, X, VI, IV, V, I)

Middle Level

- ◆ Why is government necessary to society? (II, VI, IV, I)
- ◆ What is a unicameral legislature? Why is the Nebraska Unicameral unique among state governments? (II, V, I)
- ◆ What is a non-partisan legislature? Why is Nebraska's non-partisan legislature unique among the states? (II, VI, IV, V, I)
- ◆ What is a political party? (II, V, I)
- ◆ What are the two major parties in the United States? What is their history? (II, X, V, I)
- ◆ How is the world organized politically? What is a nation? (II, III, I)
- ◆ Why is there conflict between nations? How do they resolve their conflicts? (II, V, VIII, III)
- ◆ How do nations resolve their internal conflicts? (II, IX, III)
- ◆ What is the purpose of a treaty? What is the purpose of an alliance? (II, III, I)
- ◆ What is the United Nations? What is its history? What is its role? What other world organizations are active today? (II, VI, V, VIII, IX, III)

Secondary Level

- ◆ What are the underlying principles in the Declaration of Independence? (I)
- ◆ What was the Articles of Confederation? How did it differ from our current constitution? Why was the Constitutional Convention of 1787 called? (X, I)
- ◆ What are the underlying principles of the Bill of Rights? (IV, V, I)
- ◆ How does the two-party system work? What do the two major parties in the U.S. stand for today? (V, I)
- ◆ Why have third parties sometimes challenged the two major parties in the U.S.? (II, X, IV, I)
- ◆ What is the role of each branch of the U.S. federal government? How does the system of checks and balances work? (X, V, I)
- ◆ What public issues divide people in the state and nation today? (II, VI, V, I)
- ◆ What different kinds of governments do nations have? (V, I)



- ◆ What governs the way nations act in the international arena? In the behavior of nations, what is the relative importance of self-interest versus the interests of humanity? (II, VI, I)
- ◆ How have political beliefs and leaders influenced the kinds of governments that have been created? (II, VI, IV, V, I)
- ◆ What is the Universal Declaration of the Rights of Man? How did it originate? How is it enforced? (II, IV, V, I)
- ◆ What is the United Nations Charter? What are its main provisions? How is the United Nations funded? (V, IX, III, I)



VIII. Production, Distribution, and Consumption

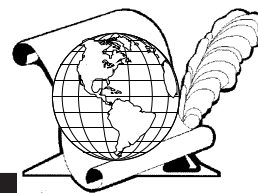
Human wants exceed the limited resources available. What is produced and distributed is a result of decisions to allocate limited resources. The realities of unequal resource distribution necessitates systems of exchange including trade. The growing interdependence of world economies requires an understanding of the role of policies and technology in all three phases of production, distribution, and consumption.

Primary Level

- ◆ What are the human material wants? (IV, V, VI, IX)
- ◆ What does scarcity mean? What are some examples of resources that are scarce in your school? (playground balls, crayons, etc.) (I, III, V)
- ◆ If you could buy any two things at a toy store, which things would you choose? If you could only buy one, which would you choose? What is the “opportunity cost” of your choice? (I, V)
- ◆ People who use goods and services are called consumers. What are some goods you consume? What are some services you consume? What are some reasons you may not be able to consume all the goods and services you want? (I, III, V)
- ◆ Producers combine resources to create goods and services. Who are some producers in your neighborhood? What are some examples of human resources, natural resources, and capital resources in your community? (I, II, III, V)
- ◆ How is money used in everyday life? (I, V, VI, IX)
- ◆ Can you identify goods and services that you would pay money for? (I, II, IX)
- ◆ How do families use their money? (I, II, V, VI, IX)
- ◆ How do markets bring consumers and producers together? What do we mean by “markets?” Give some examples of “markets” in your community. (V, IX, III,)

Upper Elementary Level

- ◆ What is meant by “exchange of goods and services?” Explain how goods and services can be exchanged by direct trading or “bartering.” (I, V, VI, IX)
- ◆ What is meant by “medium of exchange?” What goods have been used by societies as a medium of exchange? What do we use as a medium of exchange? What are the advantages of using money rather than bartering? (I, V, VI, IX)
- ◆ Productivity refers to the output of goods and services from a set of resources. Why do people (human resources) become more productive when they specialize in what they do best? How is productivity increased by using more tools and machines? (capital resources)
- ◆ Businesses organize the resources so that they produce goods and services. Name some businesses in your community. What resources do they use and what goods and services do they produce?



- ◆ Why does specialization make us more interdependent? Why does it make communities and nations more interdependent?
- ◆ Where do the goods we consume come from? Name goods you consume that are not produced in your community. Where do the goods we produce go? Name goods produced in your community that are consumed by other communities. (I, II, III, V, VI, IX)
- ◆ Some goods and services are provided by government. Can you give some examples of these public (government) goods? Can you explain the difference between private and public goods? How does the government pay for these goods? (through taxing and borrowing) (I, V, VI)

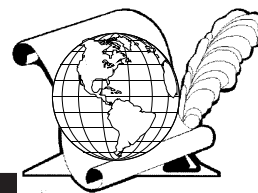
Middle Level

- ◆ What is meant by a “market?” How are prices determined in markets? What do we mean by supply of goods and services? Give some examples from your community. What do we mean by demand for goods and services? Give some examples from your community. How is price affected by changes in supply and demand? (I, III, V, VI, IX)
- ◆ What are the advantages of specialization? Why do some businesses specialize in one product or phase of production? (III, IX)
- ◆ How are rural economies and urban economies connected and dependent upon each other? (III, V)
- ◆ Why do some goods have more value in one society or region and not in another? (I, II, III, VI, IX)
- ◆ How does scarcity influence the economic choices people and governments make? Why do things that are scarce have a greater value than things that are abundant? (I, III, V, VI, IX)
- ◆ What institutions make up an economic system? How does culture influence how individuals and society use resources? (I, V, IX,)
- ◆ What are the incentives to produce economic goods and services? How do incentives, such as income and profits, influence economic decisions? (I, III, V)
- ◆ Describe the flow of resources (goods and services or money payments) among businesses, governments, and households (circular flow). Why do goods and services flow in one direction and money payments in the opposite direction? (I, II, V, VI, IX)
- ◆ How are public goods different than private goods? Why are public goods unlikely to be adequately provided by a private market economy? (V, VI)
- ◆ Why do nations trade with each other? What does it mean to have a comparative advantage? (III, V, VI, IX)



Secondary Level

- ◆ What does a production possibilities curve illustrate? Use the Production Possibilities curve to discuss scarcity, opportunity cost, factors of production, and productivity. How does it illustrate trade-offs between public and private goods? Between capital goods and consumer goods? (I, VII)
- ◆ Using the concepts of markets, supply, and demand, answer the following: How is equilibrium price determined? What are the non-price determinants of supply and demand? What is the concept of “elasticity” of demand? (IX)
- ◆ What does it mean to say that “decisions are made at the margin?” Define “marginal cost.” Define “marginal utility”. Why are they important concepts?
- ◆ What is meant by the “distribution of income?” How do individuals, businesses, and governments make decisions that influence the distribution of income? (VI, VIII)
- ◆ Explain why goods or services valued in a developed country might not have a value in a developing country? What factors influence how the value of goods and services differ in different places or times? How does culture influence allocation of resources? (II, III, VII)
- ◆ How do differences in resources create comparative advantages among countries or regions? (II, III, VI)
- ◆ What are the institutions that comprise our economic system and how do they interact on state, national, and global levels? How are businesses in your communities connected to global economies? How do global economic decisions affect our everyday lives? (III, VI, VII)
- ◆ What is the rate of inflation? How is inflation measured? What are its effects on individuals and families? (V)
- ◆ What is the rate of unemployment? How is unemployment measured? What are its effects on individuals and families? (IV, V)
- ◆ How are economics data, such as inflation rates and unemployment rates, utilized to make better economic choices?
- ◆ How do the Federal Reserve System and banking institutions create new money in the United States? (VII)
- ◆ What is monetary policy? How do Federal Reserve decisions about money supply and interest rates affect individuals, families, and businesses? (VII, V)
- ◆ What is fiscal policy? How do government spending and taxation policy affect individuals, families, and businesses? (V, VII)



IX. Science, Technology, and Society

Changes in technology have and will continue to create difficult social choices. Technology has created a global village by providing instantaneous information and communication connections. The results of the uses of multifaceted technologies are not always anticipated, and will challenge our belief and cultural systems. How these results influence our society as technology and science continue to evolve will be the challenge of today and tomorrow.

Primary Level

- ◆ In what ways has technology changed transportation and communication? (VII, X)
- ◆ How has science and technology made our life better? (medicine, refrigeration, computers) (X)
- ◆ What kind of rules should there be to protect the physical environment? (pollution, recycling, groundwater issues) (I, VII)
- ◆ Why do people invent things? (X)

Upper Elementary Level

- ◆ What are some examples of technologies that have changed the way we live? (II, VIII, X)
- ◆ In what ways has technology made us more productive? What are some ways our family and community have benefited from science and technology? (VIII)
- ◆ Why do we need rules to protect the environment and people from possible side-effects of inventions (such as the pollution from automobile emissions)? (I, III, VI)
- ◆ In what ways might new inventions be beneficial or harmful to societies? (II, III)
- ◆ How has technology helped us conserve our natural resources? (III, X)
- ◆ How has technology changed our perception of the world and the universe? (telescope, earth not being flat, center of solar system) (III, X)
- ◆ What are some ways inventors benefit from their own inventions? (to solve problems, for profit, for fame) (VIII, X)

Middle Level

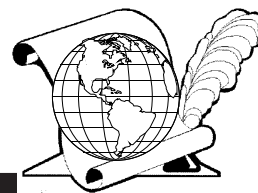
- ◆ How has science and technology influenced societies in the past and what have we learned? (II, X)
- ◆ Are there circumstances under which societies should restrict or control the development of technology? Explain why or why not. (II, VII)
- ◆ How will all groups in societies share the benefits of technology? (II, III)
- ◆ Identify challenges to societies that have resulted from new technologies? (VIII, X)



- ◆ How can science and technology be monitored to protect the physical environment, individual rights and the common good? (I, VII)
- ◆ How is science and technology encouraged by societies? (I, VII)
- ◆ What are examples of controversial issues that have resulted from new technologies? (VI, VII, X)
- ◆ What are the incentives for developing new technologies? (VIII)

Secondary Level

- ◆ How have societies shared what they have learned from the use of technology for the common good? (I, VI, VII)
- ◆ Should society be proactive or reactive to changes in technology and science? (I, VI)
- ◆ What are the consequences of technology producing “haves” and “have nots” in a society? (I, III, VIII)
- ◆ How will societies choose to deal with the challenges that result from new technologies? (I, VII, VIII)
- ◆ How can science and technology be monitored to protect the physical environment, individual rights, and the common good? Why is this necessary in a global society? (I, VI)
- ◆ How can science and technology be encouraged by societies? (I, VIII)
- ◆ How might belief systems evolve in relation to new developments in technology? (I, X)
- ◆ What are the incentives for developing new technologies and how do they vary across societies? (I, II, III)



X. Time, Continuity, and Change

Social studies programs should present material on human history. How have human beings in different societies acted and thought in the past? How and why have human societies and cultures changed over time? In what ways have they remained the same? Social studies programs should also introduce students to sources, how they are generated, what biases they might contain, and how historians might interpret them differently. Social studies programs should help students develop a broad understanding of the past and of their historical roots. This will help students make more informed and intelligent decisions about public issues so that they can help shape the future in a positive manner.

Primary Level

- ◆ How have the students changed over the past year? (II, VI, V)
- ◆ How have things or people in the students' lives changed over time? Why have they changed? (II, VI, V)
- ◆ How have things or people changed in the students' communities during their lives? Why have they changed? (All)
- ◆ What kind of records have people kept in the past? Why did they keep these records? (II, VI, V, III)

Upper Elementary Level

- ◆ How have people kept records of the past? (II, VI, IV, V)
- ◆ How can one tell if the records are reliable? (II, VI, V)
- ◆ Why might people view the same event differently? (II, XII)
- ◆ What are some of the periods or epochs that historians have divided the past into? (II, VI, V, III)
- ◆ What is the relationship between cause and effect? (II, X, V)
- ◆ What is the definition of time and chronology? (II, X, V)
- ◆ How can one use records to reconstruct the past? (II, X, VI, IV, V)
- ◆ What groups have shaped Nebraska's cultural history? What contributions has each group made? (II, X, IV, V, VIII, III)
- ◆ How has Nebraska's geography shaped its history? (VI, VIII, IX)

Middle Level

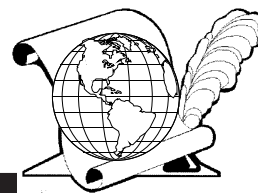
- ◆ How can the same event be viewed differently by individuals and cultures? (II, X, VI, V, III)
- ◆ How have things or people changed in the students' communities during their lives? (II, X, VI, IV, VII, IX)
- ◆ What is the difference between a primary source and secondary source? (I)
- ◆ How do historians use records to reconstruct the past? (X, VI, V, III)



- ◆ What determines one's perspective or frame of reference of past events? (II, VI, V, III, I)
- ◆ How can people use the past to make informed policy decisions today? (I)
- ◆ What are the definitions of time, chronology, change, and continuity? How can these concepts be used to show patterns of historical change and continuity? (II, X, V, III)
- ◆ What role has Nebraska and its people played in nation's development? (VI, V, VIII, III)
- ◆ How have technological changes affected jobs and employment? (IX)
- ◆ What are some of historical periods or epochs? What are patterns of change within a single culture or across several cultures? (II, IV, V III)

Secondary Level

- ◆ What are the value and significance of primary sources? (X, IV, V)
- ◆ What kinds of things in the lives of historians influence the way they interpret past events? (II, X, VI, IV, V, IX)
- ◆ How can the concepts of time, chronology, change, and continuity be used to illuminate the past? (All)
- ◆ To what extent is an historical period or epoch a truth or convenient fiction? (II, X, V, VII, III)
- ◆ What is a multi-causal event? (II, X, IV, V, III)
- ◆ In what ways has Nebraska history mirrored U.S. history? In what way has it been exceptional? (II, X, VI, V, III)
- ◆ Can people use the past to make informed policy decisions today? (III, I)
- ◆ What are significant historical periods and patterns of change that have occurred within and across cultures? (II, X, VI, V, IX, III)



Suggested Activities

This is a compilation of suggested activities provided by the teacher-writers of the Social Studies Framework. They are intended to be suggested activities only and not a definitive list of all the activities that are possible for use with this framework. Use these activities as a starting point for adding or including activities that are already being used in your district, school or classroom.

I. Civic Ideals and Practices

Primary Level

- ◆ Read the story “Frederick” by Leo Leonini. Stop the story at the point where food is running low. Ask the question: “Should the mice feed Frederick?” Finish the story of “Frederick”. Discuss the outcome of the story.
- ◆ Have students create an “Ideals Quilt” out of construction paper. The teacher will provide construction paper in various colors (with appropriate patriotic motif), markers, yarn, sprinkles, and glue/paste. Each student is given a piece of construction paper and using other materials, will create his/her own personal artistic response to the teacher’s prompt. The teacher may focus on democratic ideals such as “What freedom means to me?” or “A good citizen is...” After the students have completed their individual pieces of art, the teacher ties all of pieces together with the yarn in the form of a quilt.

Upper Elementary Level

- ◆ Have students make maps of their community and display in the classroom, school buildings, community institutions, etc.
- ◆ Have students create a story about civic ideals or practices. i.e., justice, patriotism, truth, etc., and read it to primary students.
- ◆ Have students plan and implement a community improvement project.

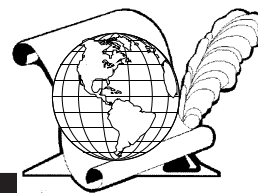
Middle Level

- ◆ Adopt a segment of the highway or city street and pick up trash along the roadside.
- ◆ Have students describe in a weekly journal actions they have taken to be a good citizen.
- ◆ Make a timeline that illustrates the key steps taken in World and/or American History to develop democratic governments. Students could start with the ancient Greek city state of Athens.
- ◆ Make an attribute web with RESPONSIBILITY in the center and web ways to be a responsible citizen.



Secondary Level

- ◆ Have students compare and contrast rights and responsibilities listed in the First Amendment.
- ◆ Interview community leaders such as the mayor, city council members, police officials, school board members, etc. about their philosophy with reference to an “ideal” citizen. Use venn diagrams or other charts to illustrate similarities and differences.
- ◆ Encourage students to do voluntary services for community agencies such as the Red Cross, Salvation Army, etc. Follow up activities could include: oral classroom presentations by students, written analysis by students of their community services, student produced want ads outlining the types of voluntary services needed, and job qualifications, etc.
- ◆ Encourage students to participate in national/state competition i.e., Mock Trial, History Day, Model UN, Close Up, National Peace Essay Contest, American Express Geography Contest, etc.



II. Culture

Primary Level

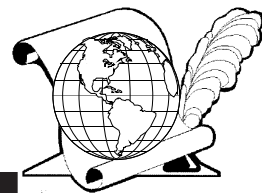
- ◆ Create a timeline on students own life: special events, photographs.
- ◆ Create a timeline of your town: its developments, changes, and population growth.
- ◆ Map nationalities of your community, create maps, charts, and a family tree.
- ◆ Locate a member of the community who speaks a foreign language and invite them to your room. Later, investigate word origins, such as names of states, foods, clothing, etc.
- ◆ Have your students make a list of needs and wants. Research or interview how these needs are currently being met or not being met.

Upper Elementary

- ◆ Conduct a research project on your family's background, country origins, foods, dress, and activities. Create a map of the restaurants of ethnic foods in your area.
- ◆ Through Native American Studies, research, discuss, and debate the government's control over Native American life. Create a map of the reservations and original habitats of Native Americans in your area.
- ◆ Discuss how cultures treat the older members of society. Have a Grandparent Day and then visit a nursing home.
- ◆ Research the American Revolution's impact on culture, changes in government, how people are involved in their government, what monetary systems developed, and the history of military uniforms and flags.
- ◆ When studying nations outside the U.S., discover unique qualities of different cultures such as art, architecture, literature, food, music, etc.

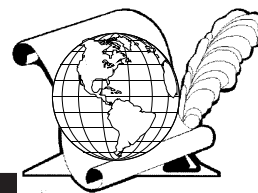
Middle Level

- ◆ Compare and contrast the literature of two cultures. (social studies and language arts integration) For example, Native American folk tales [i.e., iktomis (Coyote the trickster)] and Grimm's Fairy Tales.
- ◆ Use the Internet to find a keypal or a traditional penpal to explore the similarities and differences of two or more cultures.
- ◆ Study works of art from world countries.
- ◆ Hold a multicultural fair at which students will build booths to demonstrate the culture or cultures of a practical country or region. Areas presented could include foods, literature, dress, music, dance, art, games entertainment, drama, religion, traditional and modern forms of transportation, artisans, and architecture.



Secondary Level

- ♦ Explore the reasons, effects of migrations on the culture of the country from where people left, and the country receiving immigrants. For example, refugees, slave trade, Gold Rush, and Mexican immigration.
- ♦ Explore the reasons for the settlement patterns of your local community or another community. Do personal interviews with life-long residents and, then, in an open class setting, discuss the causes for settlement to identify common reasons for settlement. Record findings in a permanent document.



III. Global Connections

Primary Level

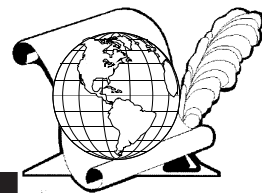
- ◆ Take off your shoes to see where the shoes are produced (locate on floor map). Look up country to see if there are any reasons shoes are made in that particular country (i.e., labor, costs, raw materials). Find a local business that exports products overseas; discover what product is shipped to that country and why.
- ◆ Establish recycle bins in your school to help discover why recycling helps people (listing advantages and disadvantages). Students will visit a local recycling center and garbage refuge/dump—to answer various questions. Questions include: Where does the trash go? What is the cost of trash dumping? Who pays for trash dumping? What does the recycling price of aluminum return in a week? Students will collect money from the recycling of aluminum and use for a year-end activity.

Upper Elementary Level

- ◆ Students will study the effects of global or regional disasters (i.e., hurricanes, floods, tornadoes) on basic food products and produce. For example, when cash vegetable farms are flooded, what happens to supply and demand of vegetables such as lettuce? Students will explore weather maps to determine how disasters in one region might affect other unaffected regions. Specifically, workers such as your father might be laid off work because of the disasters and general prices will be affected.
- ◆ Explore how cultures have changed because of global influences. For example, explain how Western Europe's migration of people, ideas, food, and beliefs have affected the United States (i.e., introduction of corn, horses, slavery, various inventions).

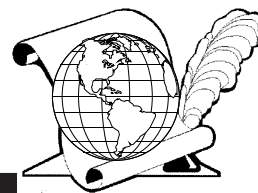
Middle Level

- ◆ Students will explore the location, cultural heritage, and affected culture of their family. For example, students will develop a questionnaire to interview two generations of their family to discover the place of origin and changes from the original culture that occurred after immigration (i.e., changes in occupations, religious beliefs, names, etc.).
- ◆ Students will explore and determine the reasons for global connections of local businesses. For example, students will develop an interview document and survey local businesses to determine from where they purchase goods and services or are they locally or foreign owned. In addition, this document should elicit the reasons for these connections (i.e., labor supply, natural resources, trade policies, etc.).



Secondary Level

- ♦ Explore the global connections to their local community by examining recent events from a selected foreign country. For example, interview local businesses to determine impact of recent disasters on a national or international level, or interview a local family that has relatives in a country experiencing a disaster.
- ♦ Explore the changes in attitudes, knowledge, economies, literature, art, and architecture of a selected European country after the discovery of the “New World,” and the changes in the “New World” nation.



IV. Individual Development and Identity

Primary Level

- ◆ Discuss group membership with students. Have the teacher brainstorm with students to discover what groups they are/were members of (i.e., family class, scouts, little league, church, gender, neighborhood, state, country, towns, age, birth order, former classes, etc.). Then have each student prepare and wear the badges of the groups to which he/she belongs. Find others with stickers that are similar. This activity works well to integrate with math (graphing), language arts (write about who you are), etc.
- ◆ How does my past influence my individual identity? To develop the group tree, have students brainstorm where they were last year (i.e., other class, other school, home, etc.). Discuss how these individuals now make a new group. What opportunities are provided by the formation of the new group? This activity should help students realize how their identities add to the dynamics of the larger group. It is a preliminary activity for building an individual family tree.

Upper Elementary Level

- ◆ Who am I?
Each student will be provided with an audio cassette tape on which he/she will record his/her interviews. The students will be given the opportunity to develop the questions they wish to use on their interviews. They will need to interview at least three different individuals from the following groups: family, gender, ethnicity (cultural roots), nationality, and/or institutional affiliations (i.e., religious group, scouts, little league). These people will need to have a personal connection to the individual student, thus helping the student to understand his/her personal identity. In his/her personal journals, the individual student needs to record how his/her individual developments contribute to identities using the information that he/she has gathered. To expand this activity, students could discover reasons for their migration to this country. This is an excellent opportunity to integrate science, language arts, and math.
- ◆ Why are you so special?
First do the preliminary research into each individual's ethnic background. Students gather personal items related to their own personal culture. On "Ethnic Day", the students will share with the rest of the class by creating a display and demonstrating how each individual's items are related to his/her own culture (i.e., clothing, dance, foods, art, etc.). Then have student partners write a compare and contrast paper on the other's background. This is an excellent opportunity to integrate music, art, and language arts.

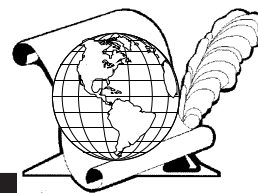


Middle Level

- ◆ Each individual student will be required to keep a journal of all expenditures for a determined amount of time (i.e., two weeks). Students will then graph their own expenditures by establishments and products. They will then take the processed information into cooperative learning groups for discussion where they will compare and contrast expenditures to see how their purchases define each individual. A concluding activity might consist of a paragraph where students define themselves based on their purchases. This is an excellent opportunity to integrate math and language arts.

Secondary Level

- ◆ For an example of stereotyping and prejudice, one could use the work of Jane Elliot. A resource would be her book, *A Class Divided*. In this book, she builds a case for the concept that prejudice can be learned. Two other resources are films called *A Class Divided* and *Eye of the Storm*. Either one of these could be shown in class to further provide information dealing with prejudice and stereotyping.
- ◆ Stereotyping/prejudice can be taught and accepted by the learner. Begin by arranging student's seating according to eye color (blue, hazel/green, and brown). Deliver biased information to students pertaining to the superiority of brown-eyed individuals.
- ◆ Examples: brown-eyed individuals talk and walk sooner, have less attendance and truancy problems, are better listeners, have higher intelligences, and are more involved in athletic and academic programs than their counterparts. While delivering information it is important to reinforce brown-eyed students and degrade the blue and hazel/green-eyed students. The information provided at this point is crucial to the outcome of this experience. Activities should continue to reinforce that brown-eyes are superior and that blue and hazel/green-eyes are inferior. The teacher continues to give opportunities to brown-eyed students. Examples: 1) bring only enough candy for brown-eyed students, 2) have brown-eyed students do activities and never allow the other groups to participate, and 3) do not require brown-eyed students to take quizzes. All of these examples continue to send a message that some groups can be made to believe that they are superior just by the information that is available. At this point, students will come up with examples from their own experience that either support or negate the theory. The teacher plays the devil's advocate and continues to support the theory that brown-eyed individuals are superior. This process can go on for as long as necessary to build a frustration level that allows the students to understand prejudice. It also demonstrates that they have little or no control over conditions that perpetuate stereotyping. Now inform the students that all prior examples



and activities were made up for the sole purpose of having them experience what it is like to be discriminated against. If students don't continue to question and gather information, they could be easily swayed to biases that affect their basic belief systems.

- ◆ Share the original research of Jane Elliot by showing *Eye of the Storm*.
- ◆ Process the experience by having the students describe their feelings, biases, and prejudices previous to going through the experience. How did they feel as they were being put through the experience? After being through the experience, how have their beliefs, attitudes, and perceptions changed? If they didn't recognize a change in their beliefs, attitudes, and perceptions, why not?
- ◆ At the beginning of the semester, students will be given information to complete a *Book of Reflections* about themselves. This project is to be completed prior to the end of the semester.
- ◆ Objective: This activity is for students to reflect on their own growth and development, family, friends, influences, experiences, and feelings on topics of beauty, humor, motivational and philosophical forces, likes and dislikes, religious or spiritual beliefs, vacations, pets, community activities, school activities, honors and awards, places they have lived, etc. Students additionally write four essays entitled, *Some Special People in My Life*, *Memorable Events in My Life*, and *Hopes and Dreams for the Future*. A fourth essay, *Reflections on My Book*, is written after the books are graded and returned to the student. This last essay is designed to have students reflect on themselves and the influences that have shaped their personality, beliefs, and behaviors.
- ◆ One of the first projects in conjunction with the *Book of Reflections*, the students will make a life size paper *Me T-shirt*. Students place their name in the middle of the shirt. Below their names, students draw or write one adjective on how they would like people to perceive them. In the lower left corner, students list or draw two things they like to do in their spare time. In the lower right corner, students list or draw two goals they have set for themselves this semester. On the right sleeve, students list or draw two people they admire. On the left sleeve, students list or draw two places they would like to visit. Students add heads with their features to their own T-shirt. Have students write their personality traits inside the head. Around the head have other students place positive attributes about the student who owns the T-shirt. This can be done as a small group exercise. Students would do this activity before they begin their *Reflections Book* to prime their creative juices.



V. Individual Groups and Institutions

Primary Level

- ◆ Have students participate in a field trip in the community and identify groups and institutions. Direct students to indicate how groups and institutions contribute to the well being of society.
- ◆ Have students role play the responsibilities of various members of the community.
- ◆ Have students develop a mural/drawing that illustrates the institutions that exist in their community.
- ◆ Have students create puppets that are representative of community leaders and explain their role in the community.

Upper Elementary Level

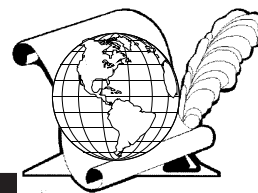
- ◆ Invite a community representative to speak to the class about how the institutions and individuals work together.
- ◆ Take students on a field trip to the local courthouse, etc. where they can see the interaction between individuals and institutions.
- ◆ Have students generate questions with community leaders via electronic mail.

Middle Level

- ◆ Have students contact community leaders through one of the following procedures: group field trips, E-mail, personal interviews, or written correspondence.
- ◆ Have students develop their own petition to address a personal and/or community issue, i.e., adding more school dances, or wearing shorts to school.
- ◆ Have students write their own constitution and use the amendment process to make pertinent changes throughout the school year.
- ◆ Have students prepare a list of questions for a community leaders such as a law enforcement official. Analyze/debate the responses of the speakers, i.e., E-mail, political cartoons, letters to the editor.

Secondary Level

- ◆ Survey local citizens and students within the school with reference to what their perceptions are of possible tensions between individuality and institutional efforts to promote conformity? Have students compare/contrast the results.
- ◆ Hold a mock trial about the right to privacy regarding searching high lockers for weapons, drugs, etc.



VI. People, Places, and Environments

Primary Level

(These first two activities are the same as in the Primary Level for Individual Development and Identity.)

- ◆ Discuss group membership with students. Teachers can brainstorm with students to find out what groups they are/were members of (i.e., family, class, scouts, little league, church, gender, neighborhood, state, country, towns, age, birth order, former classes, etc.). Then have each student prepare and wear the badges of the groups to which he/she belongs. Find others with stickers that are similar. This activity works well to integrate with math (graphing), language arts (write about who you are), etc.
- ◆ How does my past influence my individual identity? To develop the group tree, have students brainstorm where they were last year (i.e., other class, other school, home). Discuss how these individuals now make a new group. What opportunities are provided by the formation of the new group? This activity should help students realize how their identities add to the dynamics of the larger group. It is a preliminary activity for building an individual family tree.

Upper Elementary Level

- ◆ Read the story, *Let's Go Dinosaur Tracking*, orally with your students. This book will show how looking at dinosaur tracks will tell more than just what type of dinosaurs existed. Discuss with students how tracks will show how large the animal was, how fast it was going, whether it traveled alone or in groups, and what events were taking place at the time the tracks were made.
- ◆ Using an example of tracks on an overhead, have the students infer what has taken place in the picture. When finished, students in groups of three or four will design a large poster showing an event with tracks. The students will then be able go to other posters and infer what took place in each other's story and record these in their journal. After everyone has shared what they have inferred, the creating group will share what their original story was. This is an excellent opportunity to integrate science, language arts, and math.
- ◆ Take the students to a recycling center or a landfill to have them observe the results of a throw away society. Have the students make a list of individual items thrown away at home on a daily basis. On the same list, have the students label which materials are recyclable and which materials are hazardous. Have the students list the advantages and disadvantages of recycling and reusing different types of materials. Then have the students write a play or poem that focuses on ways to conserve natural resources. Finally, develop a plan to conserve natural resources in our home and community. This is an excellent opportunity to integrate science, language arts, and math.



Middle Level

- ◆ How do natural disaster/systems influence human systems? Word web natural phenomena of different regions (i.e., tornadoes, hurricanes, floods, volcanic eruptions, earthquakes). Develop and test hypotheses regarding ways in which the locations, building styles, and other characteristics of places are shaped by natural hazards (building design and land use in Tokyo, Los Angeles, and Manila).
- ◆ How do personal characteristics affect our perceptions of places and regions? Have the teacher select a picture/slide that is made available to all students (overhead, slide, etc.). Assess the place or region from the points of view of various types of people. Assign students to be a homeless person, business person, taxi driver, police officer, or a tourist. Write what they perceive before sharing with larger group. Make a display with picture and student perceptions.

Secondary Level

- ◆ Activities should prepare the student to see the interrelationships that exist between people, places, and their environments. On the local level, students might explore what criteria a major computer chip corporation would use to develop a list of possible sites for future plant locations. The students could compare and contrast competing sites and prepare a presentation of which location would best satisfy the criteria. Students could research the impact similar types of activities have had on other locations. Based on this new information, the students could speculate what impact the new industry would have on their community.
- ◆ Students could examine the sources of supply, development, pollution, and restoration of water resources in their community. Students could research the sources of water that they consume at home and school. Contour maps and other sources of information could be used to examine local, regional, and national river basins. Students could record the amount of water they consume at home and the types of activities that consume the most and least amount of water. These statistics could be compared to water consumption of other societies and students could compare the similarities and differences between the different places. Hypotheses could be generated to explain the similarities and differences that students discovered in the previous activity. Students could examine models that demonstrate groundwater resources and the human uses, abuses, and protection of this resource. Students could research plans to protect these resources at the state and national level.
- ◆ Students could explore which natural hazards are most likely to occur in their community. The mechanics of how these hazards are caused and their distribution would be examined. Hypotheses could be generated to explain the distribution of the hazards. Students could then survey the community to see



how knowledgeable people are of the hazards and what their relation to the hazard would be. The data could be compiled and examined. The insights that the data give could then be compared to plans developed for the community to see if people are properly prepared. Depending on the results of this study, the students could formulate changes that should be made and implemented in the plans. Students could compare and contrast how other cultures react to such hazards.



VII. Power, Authority, and Governance

Primary Level

- ◆ Have the students examine and chart the outcome of the last local, state, and national election.
- ◆ Have the students examine product labels and explain their purpose.
- ◆ Have the students examine and explain the purpose of the rules in their school community.

Upper Elementary Level

- ◆ Have the students interview an adult to learn about how government rules and laws affect their jobs or businesses.
- ◆ Have the students read and explain the significance of the Declaration of Independence.
- ◆ Have the students examine the U.S. Constitution and explain how it originated.
- ◆ Have the students examine the Bill of Rights and explain how it affects their lives today.

Middle Level

- ◆ Have the students assemble a list of other unicameral legislatures in the United States or the world.
- ◆ Have the students map their state legislative district and U.S. congressional district and show how each has changed over time.
- ◆ Have the students examine the U.S. Constitution and explain how it originated and the role that compromise played in the process?
- ◆ Have the students assemble a collection of constitutions and compare and contrast their ideas and functions.
- ◆ Have the students study the role of political parties in the most recent election.
- ◆ Have the students assemble a list of U.S. alliances and explain their purposes.
- ◆ Have the students make a map showing current areas of conflict or war.
- ◆ Have the students create a map showing current United Nations peace-keeping missions and present the background for one of the missions.

Secondary Level

- ◆ Have the students debate the relevance of the underlying principles of the Declaration of Independence today?
- ◆ Have the students analyze the role of the President, Congress, and the Judiciary in the formation of U.S. foreign policy.
- ◆ Have the students draft and defend proposals for additional amendments in the state or national constitutions.



- ♦ Have the students examine and analyze a significant U.S. election (such as those that occurred in 1800, 1828, 1860, 1896, 1912, or 1932) and explain its significance.
- ♦ Have the students create a resolution from the perspective of a United Nations member nation that deals with a problem or crisis in the world today.
- ♦ Have the students debate the effectiveness of the United Nations in dealing with such world problems as hunger, disease, human rights violations, and war.



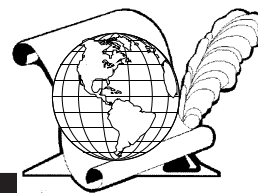
VIII. Production, Distribution, and Consumption

Primary Level

- ◆ Given pictorial examples of people using goods and services, students, working in pairs, will explain why the people depicted are called consumers and identify the goods and services being consumed.
- ◆ Students will list all the resources that would be needed to build their school and categorize them as natural, human, and human-made (capital) resources.
- ◆ Students will identify places near their homes where specific goods such as food, toys, or clothes are sold.

Upper Elementary Level

- ◆ After performing the following activity, students will explain how it illustrates the concept of specialization: The class is divided into groups of four and each group is given blank paper and told to make as many paper airplanes as possible in ten minutes. In order to make an airplane, each sheet of paper must be folded in half, then stapled, and then folded into the shape of an airplane and stapled again. In some groups, students should be allowed to specialize.
- ◆ Students will state the difficulties involved in bartering after engaging in the following activity: Explain to students that each will be given something he or she can trade. Distribute a number of different items in varying quantities to members of the class (i.e., two pencils, four small boxes of raisins, one apple, etc.). Ask students to identify which of the items distributed they would most like to have most and then attempt to trade with the person who has the item.
- ◆ From the following example, students will analyze the effects of specialization on interdependence: The Lopez family owns a cattle ranch and members of the family spend all their time raising cattle. What other people and businesses do the Lopezes have to rely on in order to specialize in raising cattle?
- ◆ Students will apply the concept *opportunity cost* in responding to the following: You are a member of your state's legislature and there is a \$50,000 surplus in the state budget. How much of the \$50,000 would you spend on each of the following programs: aid to the homeless, money to retrain unemployed workers, aid to schools in poor neighborhoods, improvement of state roads, or money for the State Society for the Prevention of Cruelty to Animals? Explain why you chose to support certain programs and to spend no money on others. What is the opportunity cost of the choices that you made?
- ◆ Students, working in small groups, will decide from a list of several products which one they will produce, how they will produce it, and for whom they will produce it. They will also describe how they arrived at their decisions and state, in terms of scarcity, why these decisions must be made by any group of people living and working together.

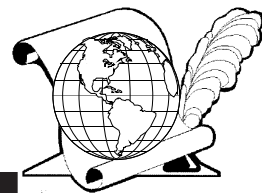


Middle Level

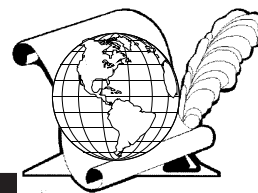
- ◆ Students will correctly calculate profit or loss for each of the following: 1) As the owner of a bicycle repair shop that made \$80,000 in revenue last year, you had to pay \$62,000 for spare parts, rent for your store, electricity, wages, and business taxes. How much was your profit or loss? 2) You won a doughnut shop. Last year the expenses of running your shop, including the wages you paid; the rent for your shop; your business taxes; the cost of flour, eggs, and sugar to make your doughnuts; and the cost of keeping your equipment in good order totaled \$170,000. Your revenue from selling doughnuts was \$152,000. How much was your profit or loss?
- ◆ Students will demonstrate their understanding of money as a store of value in responding to the following: A tomato farmer wants to save money for his five-year-old daughter's college education. Why is he better off selling his tomatoes for money and saving the money than he would if he saved tomatoes to exchange for his daughter's tuition when she was eighteen?
- ◆ Students will draw the circular flow diagram and explain the interrelated roles of households and businesses in the economy.
- ◆ Using the economic definition of an industry, students will identify several industries in the local area and state whether these industries operate in international, nation-wide, regional, or local markets.
- ◆ Students will answer the following questions: If the national, state, and local governments had no power to tax, what goods and services would we have to do without? What goods and services might we have more of?

Secondary Level

- ◆ Students will draw and explain production possibility curves that illustrate the differences between an economy in which productive resources are fully employed and one in which productive resource are under utilized.
- ◆ Students will analyze the importance of tradition in the economies of India, China, and Mexico as it has influenced their economic growth.
- ◆ Students will predict what will happen to market price in each of the following cases: 1) a crop disease destroys half of the Washington apple crop and 2) department stores greatly overestimate the number of microwave ovens that will be sold before Mother's Day and have excess inventories on their shelves at the end of May.
- ◆ Given data on personal income distribution in the United States over the past fifty years, students will analyze the data to determine whether significant changes have occurred among income levels.
- ◆ Students will describe and analyze the effect on the money supply when the Federal Reserve raises and lowers the discount rate.



- ◆ Students will explain how a country can have a surplus in its balance of trade and at the same time have a deficit in its balance of payments.
- ◆ Students will also describe the kind of information provided by a study of changes in the value of one country's currency compared to currencies of other nations.
- ◆ Students will analyze data on the kinds of value of goods that Japan, Canada, Mexico, and Germany export to the United States and will predict the likely effect a recession in the United States would have on the economies of these countries.



IX. Science, Technology, and Society

Primary Level

- ◆ Have students brainstorm a list of new inventions and draw pictures of what those inventions might look like.

Upper Elementary Level

- ◆ Have students brainstorm a list of inventions. Then in small groups have the students list benefits and disadvantages that occurred from those inventions. Have the groups share their ideas with the class and discuss.
- ◆ Visit a museum and identify inventions that have changed the student's community and/or life (Stuhr Museum, Nebraska State Historical Society).

Middle Level

- ◆ Have students search out current event articles dealing with controversial issues that have resulted from the use of technology. Have them write their opinion of how that issue might be resolved.
- ◆ Have students do a search on the Internet of possible resources they might find to demonstrate the ease in which technology can locate valuable resources.

Secondary Level

- ◆ Have the students go home and make a list of possessions that utilize technology that has been developed within their lifetime (microchip items, air bags in cars, CD players). Have them evaluate the effect these items have had on society and the quality of life.
- ◆ Have students search the Internet for controversial issues that may affect their lives in the next five to ten years. For example, DNA testing, atomic energy issues, First Amendment rights (censorship on the Internet), and technology and privacy rights.
- ◆ Create a classroom of the 21st Century. Have the students brainstorm on what they think a classroom of the future would be like and what role science and technology will play in that classroom.



X. Time, Continuity, and Change

Primary Level

- ◆ Have the students create a chart, table, or graph showing the changes in their height and weight over the year.
- ◆ Have the students tell stories that show how or why some things have changed while others have remained the same.
- ◆ Have two or more students tell a story describing a recent event in their school or community? How do their stories differ?
- ◆ Have the students draw a simple time line of their lives.
- ◆ Have the students describe new toys or other products that have appeared in the stores within the past year.

Upper Elementary Level

- ◆ Have the students give examples of cause and effect.
- ◆ Have the students survey the community to see what jobs have recently disappeared or have been created in the community?
- ◆ Have the student interview adults to determine how technology or machinery has affected the way they do their jobs or conduct business?
- ◆ Have the students identify and describe people in Nebraska history.
- ◆ Have the students prepare a time line of Nebraska history.
- ◆ Have the students use maps or pictures to show how nature has changed physical features of the earth's surface over time.

Middle Level

- ◆ Have the students interview adults who have lived through a war. How were their lives affected?
- ◆ Have the students reconstruct an event in the history of their family, school, community, county, or state using primary sources when possible.
- ◆ Have students identify significant changes that have affected more than one culture.
- ◆ Have the students analyze the impact of social, political, economic, and technological changes that have affected a geographic region.

Secondary Level

- ◆ Have the students analyze a multi-casual event (such as a war, revolution, migration of people, or construction of a railroad).
- ◆ Have the students use an existing model or create a new model that describes violent political revolutions or explains the rise and fall of civilizations or cultures.
- ◆ Have the students describe different types of primary sources.



- ◆ Have the students use a variety of primary and secondary sources to reconstruct an event from the past and present an interpretation of that event.
- ◆ Have the students select an historical period and examine Nebraska's relationship to national events in that period.
- ◆ Have the students select a Nebraska fort (such as Fort Atkinson, Kearny, Robinson, Omaha, Hartstuff, or Crook) and show how it illustrates development in state or national history.



Resources

These resources were provided by the members of the writing teams as a starting point for teachers, curriculum planners, and others as they begin working on their own social studies curriculum. It is not intended to be comprehensive, but rather a simple list of resources that are currently being used by educators across the state.

Annual Editions. Dushkin Publishing Group, Inc. Sluice Dock. Guilford, CT 06437.

Economics and Children's Literature. University of Missouri-St. Louis Center for Economic Education. 8001 Natural Bridge Road St. Louis, MO 63121.

EconomicsAmerica Materials. 1140 Avenue of the Americas. New York 10036.

Capstone

Children in the Marketplace, In the Marketplace. Level C

Choices and Changes

Community Publishing Company

Econ and Me

Economics for Kids

Entrepreneurship in the U.S. Economy

International News Journal, The

KinderEconomy +

Master Curriculum Guide: Teaching Strategies/K-2

Master Curriculum Guide: Teaching Strategies/3-4; 5-6

Master Curriculum Guide: Teaching Strategies/5-6; High School, Middle School (new on CD-ROM)

Master Curriculum Guide: Teaching Strategies/High School Economics, plus curriculum guides for U.S. History, World Studies, Civics/Government

Master Curriculum Guide: Teaching Strategies/International Trade

Senior Economist

Stock Market Game (contact Nebraska Council on Economic Education)

Taxes in U.S. History

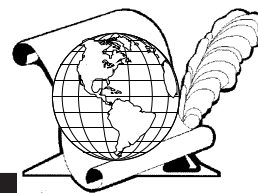
Understanding Taxes

United States History: Eyes on the Economy

Gingerbread Man. University of Missouri-St. Louis Center for Economic Education.

National Issues Forum. Kendall Hunt Publishing. 2460 Kerper Blvd. Dubuque, IA 52004-0539.

Nebraska K-12 Social Studies Framework



Alderman In Our Defense: The Bill of Rights in Action. William Morrow and Co., Inc. New York. 1991.

Applebaum, Ellen. *Giants in the Land.* Houghton Mifflin. Boston. 1993.

Banish, D. *A Forever Family.* HarperCollins. New York. 1992.

Blumberg, R. *Bloomers!* Bradbury. New York. 1993.

Brown, R. *How Things Were Built.* Random House. New York. 1992

Brown, David. *Ruth Law Thrills a Nation.* Ticknor and Fields. New York. 1993.

Chertok, Bobbi; Hirshfeld, Goody and Rosh, Marilyn. *Learning About Ancient Civilizations.* Scholastic, Inc. New York. 1993.

Cooper, M. *I got a family.* Henry Holt. New York. 1993.

Cross, M. *Great-Grandma tells of threshing day.* Whitman. Morton Grove, IL. 1992.

D'Alelio, V. *I Know That Building!* The Preservation Press. Washington, DC. 1989.

Dorros, Jane. *This is my House.* Scholastic. New York. 1992.

Dupre, A. *Agassu, Legend of the Leopard King.* Carolrhoda Books. Minneapolis. 1993.

Freedman, R. *The Wright Brothers: How they invented the airplane.* Holiday House. New York. 1991.

Gordon, R. *My Two Worlds.* Clarion Books. New York. 1993.

Gray, G. *Dear Willie Rudd.* Simon and Schuster. New York. 1993.

Greene, L.M. *George Washington: First President of the United States.* Children's Press. Chicago. 1991.

Hall, C. *The Oxford Companion to The Supreme Court of the United States.* Oxford University Press. New York. 1992.

Hart, Kermit. *Flying Free: America's First Black Aviators.* Lerner. Minneapolis. 1992.

Houston, P. S. *My Great-Aunt Arizona.* HarperCollins. New York. 1992.

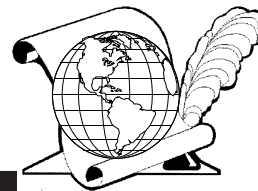
Kidron, Michael and Segal, Ronald. *The New State of the World Atlas.* Simon and Schuster. New York.

Nebraska K-12 Social Studies Framework



- Koch, M. *World Water Watch*. Greenwillow Books. New York. 1993.
- Lankford, M. *Hopscotch Around The World*. Morrow Junior Books. New York. 1992.
- Martin, M.D. *Rachel Parker, Kindergarten Show-off*. Holiday House. New York. 1992.
- Mason, A. *The Children's Atlas of Civilizations*. The Millbrook Press, Inc. Brookfield, CT. 1994.
- Mitchell, Anthony. *Down Buttermilk Lane*. Lothrop, Lee and Shepard. New York, 1993.
- Mitchell, B. *Uncle Jed's Barbershop*. Simon & Schuster. New York. 1993.
- Morris, M. K. *Houses and Homes*. Lothrop, Lee & Shepard. New York. 1992.
- Nelson, A. *Mayfield Crossing*. G. P. Putnam's Sons. New York. 1993.
- Oppenheim, V.M. *The Lily Cupboard*. HarperCollins. New York. 1992.
- Pearson, S. L. *Ancient Greece*. Alfred A. Knopf, Inc. New York. 1992.
- Polacco, Anne. *Chicken Sunday*. Philomel. New York. 1992.
- Polacco, P. *Mrs. Katz and Tush*. Bantam. New York. 1992.
- Ravitch, P. *The American Reader: Words that Moved a Nation*. HarperCollins. New York. 1990.
- Ravitch, Diane. *The Democracy Reader: Classic and modern speeches, essays, poems, declarations, and documents on freedom and human rights worldwide*. HarperCollins. New York. 1992.
- Regguinti, Diane. *The Sacred Harvest: Ojibway wild rice gathering*. Lerner. Minneapolis. 1992.
- Say, G. *Grandfather's Journey*. Houghton Mifflin. Boston. 1993.
- Selwyn, A. *Art and Humanities in the Social Studies*. NCSS. Washington, DC. 1995.
- Spier, Douglas. *People*. Doubleday and Co., Inc. Garden City, NY. 1980.
- Steele, Peter. *The People Atlas*. Oxford University Press, Inc. New York. 1991.
- Tejada, Philip. *Brown Bag Ideas from Many Cultures*. Davis Publications. Worcester, MA. 1993.

Nebraska K-12 Social Studies Framework



Treays, Irene. *The Usborne Book of Europe*. EDC Publishing. Tulsa, OK. 1994.

Wilkinson, Rebecca. *Amazing Buildings*. Dorling Kindersley, Inc. New York. 1993.

Williams, Philip. *Countries Of The World*. Kingfisher Books. New York. 1993.

Zarnowski and Gallagher, Eds. *Children's Literature and Social Studies*. NCSS. Washington, DC. 1993.

National Standards

A Framework for Teaching Basic Economic Concepts. EconomicsAmerica: National Council on Economic Education. New York. 1995.

Curriculum Standards for Social Studies. National Council for the Social Studies. Washington, DC. 1994.

National Standards for Civics and Government. Center for Civic Education. Calabasas, CA. 1994.

National Geography Standards: Geography for Life. National Geographic Research and Exploration. Washington, DC. 1994.

National Standards for History for Grades K-4: Expanding Children's World in Time and Space. National Center for History in the Schools, UCLA. 1994.

National Standards for United States History: Exploring the American Experience. National Center for History in the Schools, UCLA. 1994.

National Standards for World History: Exploring Paths to the Present. National Center for History in the Schools, UCLA. 1994.



NEBRASKA SOCIAL STUDIES STATUTES

NEBRASKA DEPARTMENT OF EDUCATION OF 1994

Introduction

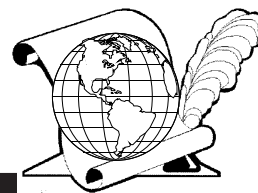
This publication of laws which relate to social studies is being distributed to administrators and teachers to assist them to do a more thorough job of planning social studies programs. The Nebraska Social Studies Statutes need to be a paramount tool as you work on your district's curriculum. These laws speak to the values that Nebraskans have held for many generations and which they will, no doubt, continue to hold. The educational environment is the one area where these values can affect the greatest number of Nebraskans.

When you read these laws, you will notice that the language is somewhat obsolete in the social context of today in that it refers to men only. Nevertheless, we want our young people of both sexes to enjoy our democratic way of life and to absorb the democratic and character building values that Nebraskans deem important.

As you read these laws, you will note that some of them are rather specific about course content as well as course offerings. Other laws are vague and general but do indicate in a general way what is expected of the schools.

By publishing the laws in one concise publication, we hope to make your task as administrators, teachers, and curriculum planners easier and more convenient.

*John LeFeber
Director of Social Science Education
Nebraska Department of Education*



American citizenship; committee; created; duties; required instruction; patriotic exercises; duties of officers.

LAW 79-213. An informed, loyal, just, and patriotic citizenry is necessary to a strong, stable, just, and prosperous America. Such a citizenry necessitates that every member thereof be fully acquainted with the nation's history, that he be in full accord with our form of government, and fully aware of the liberties, opportunities, and advantages of which we are possessed and the sacrifices and struggles of those through whose efforts these benefits were gained. Since youth is the time most susceptible to the acceptance of principles and doctrines that will influence men throughout their lives, it is one of the first duties of our educational system to so conduct its activities, choose its textbooks, and arrange its curriculum in such a way that the love of liberty, justice, democracy, and America will be instilled in the heart and mind of the youth of the state. (1) Every school board shall, at the beginning of each school year, appoint /from its members a committee of three, to be known as the committee on Americanism, whose duties shall be: (a) To carefully examine, inspect, and approve all textbooks used in the teaching of American history and civil government in the school. Such textbooks shall adequately stress the services of the men who achieved our national independence, established our constitutional government, and preserved our union and shall be so written to include contributions by ethnic groups as to develop a pride and respect for our institutions and not be a mere recital of events and dates; (b) Assure themselves as to the character of all American form of government; and (c) Take all such other steps as will assure the carrying out of the provisions of this section. (2) Beginning with the school term in 1971, all American history courses approved for grade levels as provided by this section, shall include and adequately stress contributions of all ethnic groups (a) to the development and growth of America into a great nation, (b) to art, music, education, medicine, literature, science, politics, and government, and (c) the war services in all wars of this nation. (3) All grades of all public, private, denominational, and parochial schools, below the sixth grade, shall devote at least one hour per week to exercises or teaching periods for the following purpose: (a) The recital of stories having to do with American history, or the deeds and exploits of American heroes; (b) The singing of patriotic songs and the insistence that every pupil shall memorize the Star Spangled Banner and America; and (c) The development of reverence for the flag and instruction as to proper conduct in its presentation. (4) In at least two of the three grades from the fifth grade to the eighth grade in all public, private, denominational, and parochial schools at least three periods per week shall be set aside to be devoted to the teaching of American history from approved textbooks, taught in such a way as to make the course interesting and attractive, and to develop a love of country. (5) In at least two grades of every high school, at least three periods per week shall be devoted to the teaching of civics, during which courses specific attention shall be given to the following matters: (a) The Constitution of the United States and of the State of Nebraska; (b) The benefits and advantages of our



form of government and the dangers and fallacies of Nazism, Communism, and similar ideologies; and (c) The duties of citizenship. (6) Appropriate patriotic exercises suitable to the occasion shall be held under the direction of the school superintendent in every public, private, denominational, and parochial school on Lincoln's birthday, Washington's birthday, Flag Day, Memorial Day, and Veterans Day, or on the day preceding or following such holiday, if the school is in session. (7) Every school board, the State Board of Education, each county superintendent of schools, and the superintendent of each individual school in the state shall be held directly responsible, in the order named, for the carrying out of the provisions of this section, and neglect thereof by any employee or appointed official shall be considered a dereliction of duty and cause for dismissal.

Character education; principles of instruction; duty of teachers.

LAW 79-214. Each teacher employed to give instruction in, private, parochial, or denominational school in the State of Nebraska shall so arrange and present his instruction as to give special emphasis to common honesty, morality, courtesy, obedience to law, respect for the national flag, the Constitution of the United States, and the Constitution of the State of Nebraska, respect for parents and the home, the dignity and necessity of honest labor, and other lessons of a steadying influence which tend to promote and develop an upright and desirable citizenry.

Character Education; outline of instruction; duty of commissioner of education.

LAW 79-215. Character education; outline of instruction; duty of Commissioner of Education. The Commissioner of Education shall prepare an outline with suggestions such as in his judgment will best accomplish the purpose set forth in section 79-214 and shall incorporate the same in the regular course of study for the first twelve grades of all schools of the State of Nebraska.

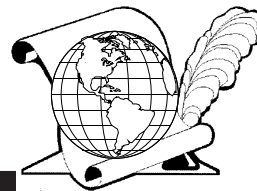
Violations; penalty.

LAW 79-216. Any person violating the provisions of sections 79-201 to 79-215 shall be guilty of a Class III misdemeanor.

Multicultural Education

LAW 79-4,229. Multicultural education defined. For purposes of sections 79-4,229 to 79-4,233, multicultural education shall include, but not be limited to, studies relative to the culture, history, and contributions of African American, Hispanic Americans, Native

Nebraska K-12 Social Studies Framework



Americans, and Asian Americans. Special emphasis shall be placed on human relations and sensitivity toward all races.

Source: Laws 1992, LB 922, § 1. Effective date July 15, 1992.

LAW 79-4,230. (1) Each school district, in consultation with the State Department of Education, shall develop for incorporation into all phases of the curriculum of grades kindergarten through twelve a multicultural education program.

(2) The department shall create and distribute recommended multicultural education curriculum guidelines to all school districts. Each district shall create its own multicultural education program based on such recommended guidelines. Each program shall be reviewed and, if within the guidelines, approved by the department, and a copy of each such program shall be on file with the department.

(3) The process of implementation of the multicultural education program shall begin in school year 1993-94 and such process shall be completed in school year 1994-95. The multicultural education program shall be integrated into the curriculum of each district each school year thereafter.

(4) The incorporation of the multicultural education program into the curriculum of each district shall not change (a) the number of instructional hours prescribed for elementary and high school students or (b) the number of instructional hours dedicated to the existing curriculum of each district.

Source: LB 27 (1993)

LAW 79-4,231. School districts and department; duties; loss of accreditation. (1) Each school district shall present evidence annually, in a form prescribed by the State Department of Education, to the department that multicultural education is being taught to students pursuant to section 79-4,230. The department shall evaluate the effectiveness of the multicultural education program and establish reasonable timelines for the submission of such evidence.

(2) A school district which fails to provide or fails to provide evidence annually of multicultural education pursuant to section 79-4,230 shall lose its accreditation status.

Source: Laws 1992, LB 922, § 3. Effective date July 15, 1992.

LAW 79-4,232. In conjunction with the multicultural education program prescribed in section 79-4,230, the State Department of Education shall design a process for evaluating the implementation and effectiveness of each multicultural education program, including the collection of baseline data. The collection of baseline data for evaluating the implementation

Nebraska K-12 Social Studies Framework



and effectiveness of each multicultural education program shall not include the testing, assessment, or evaluation of individual students' attitudes or beliefs. An evaluation of the implementation and effectiveness of each multicultural education program shall be conducted during the first quarter of the 1997-98 school year and every five school years thereafter. The department shall report the results of each evaluation to the Legislature, the State Board of Education, and each school district.

Source: LB 27 (1993)

LAW 79-4,233 Rules and regulations. The State Department of Education shall adopt and promulgate rules and regulations to carry out sections 79-4,229 to 79-4,232

Source: Laws 1992, LB 922, § 5. Effective date July 15, 1992.

Thanksgiving Day; proclamation by Governor.

LAW 84-104. The Governor shall by proclamation set apart the fourth Thursday in each November as a day of solemn and public thanksgiving to Almighty God for His blessings to us as a state and nation, and no business shall be transacted on that day at any department of state.

Veterans Day; proclamation by Governor; prohibition of transaction of business by state departments; manner of observance.

LAW 84-104.01. The Governor shall issue his proclamation each year designating Veterans Day and calling upon the public schools and citizens of Nebraska to observe such day as a patriotic day. Veterans Day shall be November 11, annually, unless such date falls on Saturday or Sunday, in which event the Governor may declare the preceding Friday or the following Monday as Veterans Day. No business shall be transacted on that day at any department of the State of Nebraska, except for necessary maintenance, highway construction inspection or in case of emergency. In pursuance to such proclamation, suitable exercises having reference to the wars and military campaigns of the United States, of Nebraska's role therein, and honoring the veterans of such wars and campaigns may be held in all schools of the state, both public and private.

Martin Luther King, Jr. Day; manner of observance.

LAW 84-104.02. January 15 of each year shall be Martin Luther King, Jr. Day, and shall be set apart for holding suitable exercises in the schools of the state in recognition of the sacrifices of the late Martin Luther King, Jr., and his contributions to the betterment of society.



Martin Luther King, Jr. Day; proclamation by Governor; commemoration.

LAW 84-104.03. (1) The Governor shall, prior to January 15 of each year, issue a proclamation inviting and urging the people of the State of Nebraska to observe Martin Luther King, Jr. Day in schools and other suitable places with appropriate ceremony and fellowship. (2) The State Department of Education is directed to make, within the limits of funds available for such purpose, information available to the schools and all people of this state regarding Martin Luther King, Jr. Day and the observance thereof.

George W. Norris Day; manner of observance.

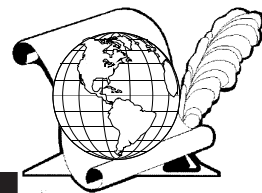
LAW 84-104.04. January 5 of each year shall be designated as George W. Norris Day, and shall be set apart for holding suitable exercises in the schools of the state in recognition of the many great benefits bestowed upon the people of the State of Nebraska and the United States as a whole, due in large part to the influence of George W. Norris. Such benefits include: (1) Establishment of a nonpartisan unicameral legislative body for the State of Nebraska; (2) establishment of the Tennessee Valley Authority; (3) the development of electricity in the rural areas of the nation; (4) passage of the twentieth amendment to the United States Constitution, commonly known as the lame duck amendment; and (5) the Norris-La Guardia Act which outlawed yellow-dog contracts and was a great boon to working men and women across the nation.

George W. Norris Day; proclamation by Governor; commemoration.

LAW 84-104.05. The Governor of the State of Nebraska shall issue a proclamation calling upon the officials of state government and subdivisions thereof to display the flags of the United States and Nebraska on all public buildings on January 5 of each year and inviting the people of the State of Nebraska to observe the day in schools and other suitable places with appropriate ceremonies in commemoration of the life's work and contributions of George W. Norris.

American Indian Day; legislative findings.

LAW 84-104.06. The Legislature finds that American Indians were the first residents of the State of Nebraska. The Legislature further finds that these residents have made advances to the growth and development of the United States, the State of Nebraska, and their local communities, first through history and now through human and natural resources. The Legislature also finds that American Indians have made significant contributions and will continue to make contributions to the development of business, industry, education, the arts, and other areas which have made this country and this state a good place in which to live. The Legislature also finds that many of these contributions are unknown and unrecognized by many Nebraska citizens.



American Indian Day; manner of observance.

LAW 84-104.07. It is hereby declared that the fourth Monday in September of each year shall be known in Nebraska as American Indian Day and that on this day schools, clubs, and civic and religious organizations shall be encouraged to recognize the contributions of American Indians with suitable ceremony and fellowship designed to promote greater understanding and brotherhood between American Indians and the non-Indian people of the State of Nebraska.

American Indian Day; proclamation by Governor; commemoration.

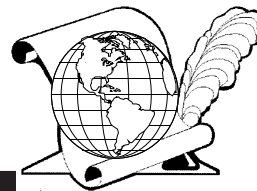
LAW 84-104.08. (1) The Governor shall, prior to the fourth Monday in September of each year, issue a proclamation inviting and urging the people of the State of Nebraska to observe American Indian Day with suitable ceremony and fellowship. (2) The State Department of Education and the Commission on Indian Affairs shall make, within the limits of funds available for such purpose, information available to all people of this state regarding American Indian Day and the observance thereof.

State Day; observance; commemoration; proclamation.

LAW 84-107. The Governor shall annually issue his proclamation designating State Day and calling upon the public schools and citizens of Nebraska to observe said day as a patriotic day. State Day shall be on March 1, annually, unless such day falls on Saturday or Sunday, in which event the Governor may declare the preceding Friday or the following Monday as State Day. In pursuance to said proclamation of the Governor, suitable exercises, having reference to Nebraska pioneers, Nebraska's natural resources, its history, and the event of the admission of Nebraska as a state to the Union, may be held in all schools of the state, both public and private.

Pulaski's Memorial Day; proclamation; observance.

LAW 84-108. The Governor of the State of Nebraska is authorized and directed to issue a proclamation calling upon the officials of the state government and subdivisions thereof in local communities to display the flag of the United States on all public buildings on October 11 of each year and inviting the people of the State of Nebraska to observe the day in schools and other suitable places, with appropriate ceremonies, in commemoration of the death of Brigadier General Casimir Pulaski.



Observances; not paid holidays.

LAW 84-108.01. The observances provided for in sections 84-104.05, 84-104.08, 84-104.09, 84-107, and 84-108 shall not include provisions for such days to be declared paid holidays pursuant to subsection (3) of section 84-1001.

OBTAINING INFORMATION ABOUT LEGISLATION BEING CONSIDERED BY THE UNICAMERAL

The **Clerk of the Legislature's** office publishes rosters listing names, telephone numbers, committee assignments, and other information about state senators. It also provides weekly hearing schedules, the speaker's daily agenda, and daily worksheets indicating each bill's progress. **Clerk of the Legislature**, Room 2108, State Capitol, Lincoln, NE 68509, 502/471-2271.

A **toll-free hotline** is available between 8:00 a.m. and 5:00 p.m., Monday-Friday, during the legislative session, to answer questions and requests for publications. Anyone calling the legislative hotline before 8:00 a.m. or after 5:00 p.m. during the week, or calling on weekends and state holidays, will hear a recorded message of the next day's agenda. **Hotline Number:** 402/471-2709 (Lincoln) or 800/472-7456 for other Nebraska areas.

The **Unicameral Information Office**, a division of the clerk's office, publishes the Unicameral Update and a brochure, "The Nebraska Legislature," which is available to individuals or schools and groups. The Unicameral Update is published weekly during the legislative session and periodically during the interim. It is financed by the Legislative Council through the office of the Clerk of the Legislature. Free subscriptions to Unicameral Update are available through the Unicameral Information Office. **Unicameral Information Office**, Room 359C, State Capitol, Lincoln, NE 68509, 402/471-2788.

The **Bill Room** provides limited copies of bills. Daily Legislative Journals are available in the Bill Room or can be mailed free of charge. Bills, journals, and the daily record of the Legislature's activities may be picked up in the Bill Room or requested by calling the legislative hotline numbers (see above).

Persons wanting copies of each bill introduced and/or the daily Journal may order subscriptions by writing the Clerk of the Legislature or by calling 402/471-2608.